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ABSTRACT

This report on the 1969-70 Title I programs in Rhode Island is based on the individual evaluations prepared by 40 local education agencies. There are nine major parts which include specific data requested by the Office of Education. Among the information presented are basic state statistics (enrollment and expenditures), effect upon educational achievement, compensatory education in non-public Schools, and community involvement. In addition to the conclusions drawn, recommendations are made for future programs. (Author/JW)

TITLE I, ELEMENTARY AND SECONDARY EDUCATION ACT IN RHODE ISLAND

FIFTH ANNUAL EVALUATION / FISCAL YEAR 1969-70

Issued December, 1970

ED 054283

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January 1971

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FROM: Edward T. Costa
Coordinator, Compensatory Education

SUBJECT: State Annual Evaluation Report, P.L. 89-10, Title I, ESEA Projects
Fiscal Year Ending June 30, 1970

The attached report is submitted to the U.S. Office of Education in response to Section 116.22 of the Elementary and Secondary Education Act of 1965, as amended by P.L. 91-230.

The 1969-70 Title I Evaluation from Rhode Island is based on the individual evaluations prepared by 40 local education agencies operating Title I programs. Fiscal year 1970 was the fifth year that local districts received Federal funds for providing compensatory education designed to meet the needs of disadvantaged children.

The report which follows fulfills the obligations of Rhode Island to file an annual evaluation report with the United States Office of Education. The report is divided into nine major parts in addition to conclusion and recommendations. Each major part includes specific data requested by the U.S. Office of Education as well as other relevant information.

ETC/ljl

TITLE I

ELEMENTARY AND SECONDARY EDUCATION ACT IN RHODE ISLAND

FIFTH ANNUAL EVALUATION

FISCAL YEAR 1969-70

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Question 1. Provide the following basic statistics:

A. Total number of operating LEAs in the State

B. Number of LEAs participating in Title I

(1) during the regular school term only
(2) during the summer term only
(3) during both the regular school term and the summer term

C. Number of Title I programs

D. Unduplicated number of pupils who participated in Title I Programs

(1) enrolled in public schools
(2) enrolled in non-public schools

Answer 1. Basic State Statistics

A.	Total Number of Operating LEAs in the State	40
B.	Number of LEAs participating in Title I	40
	1. During the regular school term only	12
	2. During the summer term only	5
	3. During both the regular school term and summer term	23
C.	Number of Title I Programs	40
	Number of Title I Projects	62
D.	Unduplicated Number of Pupils who participated in Title I programs	16,843
	1. Enrolled in public schools	15,133
	2. Enrolled in non-public schools	1,710

State Enrollment and Expenditures

During 1969-70 almost 17,000 different children participated in a Title I project in the State of Rhode Island. To date 88,777 children (duplicated count) have been served during the five year operation of ESEA, Title I. Table 1-1 clearly shows the number of children who have been served during the time since 1965, the amounts of funds expended and the average per pupil costs.

TABLE 1-1

ENROLLMENT AND FINANCIAL DATA OF TITLE I PROGRAMS: 1965-70

Year	Unduplicated Count of Children			Funds Expended	Average Per Pupil Cost
	Public	Non-Public	Total		
65-66	13,604	2,842	16,446	$2,896,351.98	$176.11
66-67	14,118	3,589	17,707	3,578,640.	202.10
67-68	17,909	3,168	21,077	3,379,749.	160.35
68-69	14,611	2,093	16,704	3,100,856.	185.64
69-70	15,133	1,710	16,843	3,464,714.	205.71

During 1967-68 an all time high of 21,077 children participated in Title I. A purposeful effort to limit the number served so that the impact on each child could be increased was instituted at that time and the result was a cut-back of participants in the following year. The number served this year has not increased significantly; but the funds expended have increased somewhat with the result that the average per pupil cost has increased this year over all previous years. The per pupil Title I costs this year were $205.71.

Title I children were, on the average, receiving Title I services to the extent of $205.71 and additionally, services to the extent of $728.23 from non-federal sources. The average Rhode Island Title I child, then, received an average of $934.00 worth of school services.

Local Expenditures and Enrollments

The number of children served and the amount expended during the academic year and the summer by all Rhode Island LEAs is presented in Tables 1-2 and 1-3.

TABLE 1-2

1969-70 ACADEMIC YEAR TITLE I EXPENDITURES AND ENROLLMENTS

LEAs	Expended	Enrollment	
		Public	Non-Public
Barrington	$ 14,238.90	27	3
Bristol	33,810.05	107	25
Burrillville	20,386.08	30	0
Central Falls	62,474.45	161	37
Charlestown			
Coventry	31,927.52	62	0
Cranston	108,720.28	277	28
Cumberland	20,160.00	152	24
East Greenwich	18,769.65	100	35
East Providence	75,373.97	442	42
Foster	2,102.02	34	0
Glocester	2,678.68	19	0
Hopkinton	8,281.34	49	0
Jamestown	7,441.00	60	0
Johnston	35,087.00	131	10
Lincoln	20,032.67	46	22
Little Compton	2,334.90	15	0
Middletown	47,578.50	170	15
Narragansett	5,438.72	15	0
Newport	171,359.20	517	107
New Shoreham	3,111.00	46	0
North Kingstown	53,750.24	219	18
North Providence			
North Smithfield			
Pawtucket	226,612.27	300	51
Portsmouth	54,431.63	268	0
Providence	1,058,973.55	5202	430
Richmond	4,222.00	19	0
Scituate			
Smithfield			
South Kingstown	26,927.22	144	
Tiverton	15,523.35	124	11
Warren	26,947.77	213	0
Warwick	130,552.64	278	88
Westerly	17,607.78	55	5
West Warwick	44,851.00	56	
Woonsocket	185,767.18	309	98
Exeter-West Greenwich	12,894.17	101	0
Chariho	11,883.39	33	0
Foster-Glocester	5,255.51	35	0
TOTAL		9827	1049

TABLE 1-3

1970 SUMMER TITLE I EXPENDITURES AND ENROLLMENTS

LEAs	Expended	Enrollment Public	Enrollment Non-Public
Barrington	$ 5,127.00	36	4
Bristol	12,480.98	84	19
Burrillville			
Central Falls	22,716.90	114	36
Charlestown	4,197.77	18	0
Coventry	8,489.30	54	26
Cranston	23,538.66	147	13
Cumberland	7,341.32	154	15
East Greenwich	6,880.01	37	20
East Providence	13,311.08	119	0
Foster			
Glocester			
Hopkinton	2,770.74	65	0
Jamestown	1,511.01	24	0
Johnston	10,071.44	30	0
Lincoln	6,500.70	14	0
Little Compton			
Middletown	50,568.77	425	15
Narragansett			
Newport	54,197.92	247	34
New Shoreham			
North Kingstown	18,509.64	132	6
North Providence	23,491.75	80	4
North Smithfield	9,254.84	47	6
Pawtucket	62,748.66	300	19
Portsmouth			
Providence	323,554.83	2386	299
Richmond			
Scituate	16,329.00	45	0
Smithfield	31,489.62	74	47
South Kingstown	9,440.88	30	0
Tiverton			
Warren	4,560.90	65	0
Warwick	29,036.66	152	0
Westerly			
West Warwick	9,108.82	65	0
Woonsocket	97,376.09	353	64
Exeter-West Greenwich			
Chariho			
Foster-Glocester	2,594.47	9	0
TOTAL		5306	661

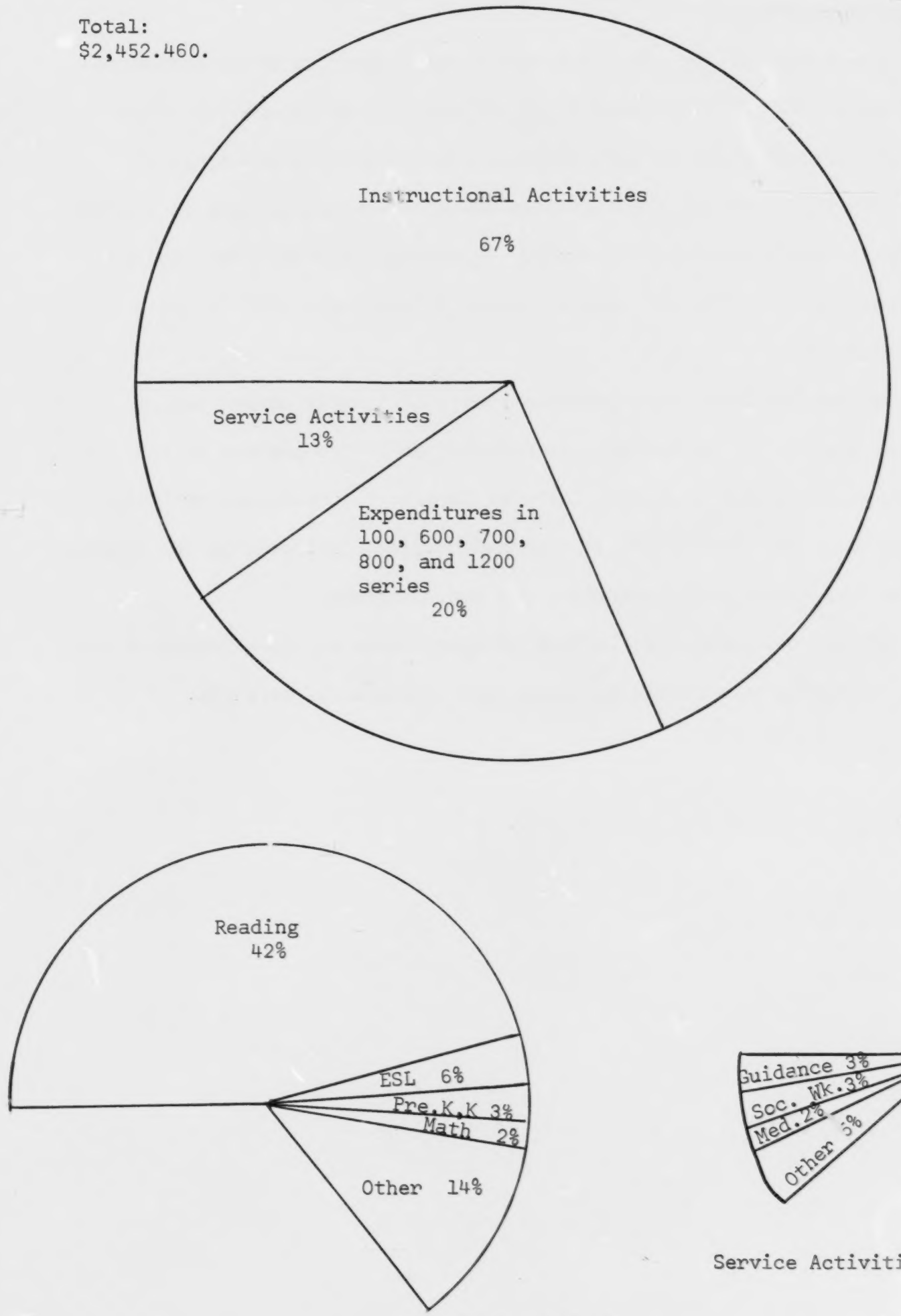
Expenditure Analysis

The nature of the 1969-70 academic year expenditures is indicated in Figure 1-1. Of the almost 2-1/2 million dollars expended in Rhode Island, 67% was spent on instructional activities, 13% was spent on service activities and the remaining 20% spent on obligations in the 100 series: Administration; 600 series: Operation of Plant; 700 series: Maintenance of Plant; 800 series: Fixed Charges; and 1200 series: Capital Outlay.

Within the Instructional Activities, the largest amount was expended on reading instruction representing forty-two percent of the total 2-1/2 million dollars. The next largest instructional activity expenditure was for English as a Second Language, followed by Pre-kindergarten and Kindergarten programs, and Math programs.

Within the Service Activities category those services funded to the largest extent were guidance, social work and medical services.

FIGURE 1-1
1969-70 ACADEMIC YEAR EXPENDITURES



Enrollment by Grade

The number of children serviced by Title I during both the academic year and summer of 1969-70 is presented in Table 1-4. A review of that table immediately makes it clear that the greatest impact of Title I is being made in the early elementary grades. The largest numbers of children participating are in grades 1, 2, and 3, followed closely by grades 4, 5, and 6. A considerably smaller population of junior high school children is serviced, and an extremely small number of high school pupils are participating. This may be significant in reflecting an attitude of the SEA in encouraging program emphasis to be concentrated in these early grades with the goal of prevention as opposed to costly remediation at some future time for the participants.

TABLE 1-4

1969-70 ENROLLMENT BY GRADES

Grade	Academic Year		Summer	
	Public	Non-Public	Public	Non-Public
Preschool	6	32	233	22
K	500	0	445	6
1	1401	143	728	85
2	1585	222	746	98
3	1510	252	688	116
4	1235	124	629	129
5	935	59	546	89
6	699	67	461	52
7	479	75	370	39
8	260	75	159	23
9	382	0	103	2
10	263	0	91	0
11	110	0	21	0
12	28	0	12	0
Special Ed.	432	0	74	0
TOTAL	9827	1049	5306	661

Summer Programs

The years 1965 to 1969 saw a steady decrease in the proportion of children served during the summer and a consequent increase in the proportion served during the academic year. It was assumed to be reflective of a continuing belief that the most effective compensatory program is the one built into the regular school year program.

This year, however, saw a reversal of that trend, in that a larger proportion of children participated in summer programs during the summer of 1970 than in the summer of 1969. Table 1-5 presents the information about summer and academic year enrollments since 1965. In 1965, 42% of all children served were enrolled in summer programs; in 1967-68, 37% of all Title I children were in summer programs, and in 1968-69, the percentage was 29%. The proportion increased this year to the point where 35% of total enrollees were in summer programs. This was due to late funding and additional appropriation for this year.

TABLE 1-5

DISTRIBUTION OF ACADEMIC YEAR AND SUMMER ENROLLMENTS

Year	Academic Year	Summer
1965-66	58%	42%
1966-67	not available	
1967-68	63%	37%
1968-69	71%	29%
1969-70	65%	35%

Racial Data

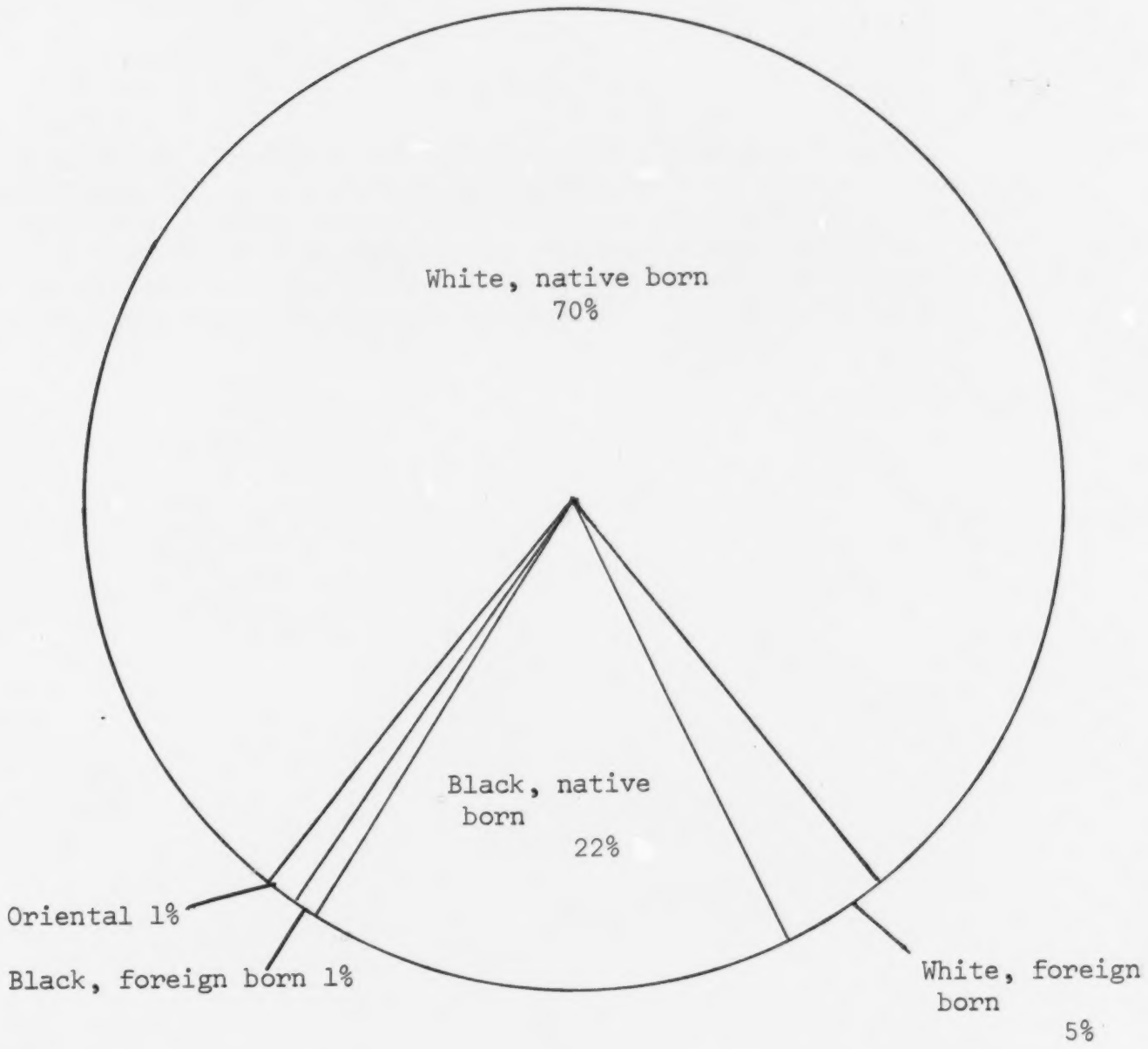
An analysis of Title I participants by race is found in Figure 1-2. White, native born children account for 70% of the total number of children participating in Title I in 1969-70. Foreign born whites were served to the extent of 5%. Twenty-three percent of the children served were black; 22 % of them were native born, and 1% were foreign born. An additional 1% of the participants were oriental.

Within the schools of the State of Rhode Island, the white children account for approximately 95% of the school population. About 4-1/2% of the Rhode Island school population is black and the remaining half percent is oriental or other.

Title I, then, serves a much larger proportion of black children than exists in the general State school population.

FIGURE 1-2

RACIAL CHARACTERISTICS OF TITLE I ENROLLEES



Question 2. During Fiscal Year 1970, indicate the number of SEA Title I staff visits to LEAs participating in Title I. By objective of visit, (planning, program development, program operation, evaluation, etc.), specify the purpose of these visits and their effect on the development, operation, and evaluation of local projects. Indicate proportion of visits, by type.

Answer 2.

Of the sixty-two Title I projects operating during the fiscal year 1969-70, forty-five or almost 75% were visited at least once by one of the SEA Title I consultants who was frequently accompanied by other State Department of Education personnel, university or college consultants, other local directors or teachers, or news media personnel.

Thirty percent of the summer projects were visited by the SEA Title I staff.

PLANNING

Communication of both a formal and informal nature is perhaps more successful in Rhode Island than in some other larger states. Rhode Island's city-state nature and small size contribute heavily to this success. Probably 90% of the population of the State is within 30 minutes commuting time of the capitol of Providence.

Consequently, all project directors confer at least once and frequently more often with the SEA Title I staff in advance of submitting an application for project approval. These conferences most frequently take place at the offices of the SEA but may on occasion take place at the LEA.

The regular non-Title I education consultants of the State Department of Education are extremely helpful and willing to assist local Title I directors in the planning stages of their projects. The State Department Special Educational Consultant, Elementary Consultant, Social Studies Consultant, Guidance Consultant, Consultant for the Gifted, Physical Education Consultant, Audio-Visual Consultant, Math Consultant and English Consultant have all given freely of their time to assist the local personnel in planning an educationally sound program.

PROJECT OPERATION

Site visits typically are characterized by discussions of all phases of the operational project. That is, consideration is given during a site visit to its ongoing development, operation, and evaluation. The objectives of the project are reviewed so as to determine the extent to which these objectives are being achieved. In general, a site visit attempts to determine the congruence between the procedures and purposes stated in the application and, what, in practice, is occuring in the classroom, during the actual operation of the project. Specific operational problems are usually discussed with the local personnel, and suggestions made for their solution. A review of ongoing and terminal evaluation procedures is usually discussed and consideration given to modifying the existing project in the future, in view of the ongoing evaluation. It has been the view of the SEA Title I staff that specific changes could and definitely should be made in the operation of a local program if that aspect is not proving to be successful in the local context. Therefore, site visits frequently occasion corrective suggestions on the part of the SEA Title I staff. The State Department personnel occationally observe manifestations of the needs of pupils that have been over-looked by the local personnel. Suggestions for expanding the program are often made to fulfill some of these unmet needs.

Site visits were made to regular Title I programs, and to programs in State operated and supported institutions for handicapped, neglected and delinquent children.

PROJECT EVALUATION

The evaluation effort of the State Title I office has two major components. The SEA has conducted for the second year, a major evaluation of children enrolled in Title I reading and reading related programs. (See question #4 for full details). This is a gigantic undertaking but seems well worth the time, effort and money, in light of the hard, objective data which is forthcoming from this program. Those communities having reading or reading related programs are in frequent communication with the SEA in order to successfully carry out this massive data collection. Large group evaluation meetings are held twice a year to discuss and collect pretest and posttest data and other information. These large meetings are faithfully attended by Title I directors and additionally by the persons responsible for evaluation (if different from the director.) The State staff also will go into local communities at the invitation of the director to assist the teachers in the compliation of the data.

As a consequence of this effort to comprehensively evaluate reading programs, the State Title I staff gives what is probably less than adequate time to communities for their evaluation effort in other-than reading programs. Let it be clear that this does not reflect any judgement on the part of the SEA staff about the importance of evaluation of non-reading programs, but merely represents the fact that there are not enough hours in the day, or Title I staff in the office, to carry out what is considered to be a vital portion of the Title I effort. The State Title I staff has continuously stressed the importance of evaluation and its role in the recycling of the programs. Lacking the State staff to provide more than minimal leadership in this area, local personnel have looked more and more

to professional consultants for assistance, and the State office has encouraged this. Several local projects were evaluated by outside professional consultants, and we anticipate that the coming fiscal year will see more of this.

Question 3. Describe any changes your agency has made in the last three years in its procedures and the effect of such changes to:

A. improve the quality of Title I projects
B. insure proper participation of non-public school children
C. modify local projects in the light of State and local evaluation

Answer 3. A. Changes made by SEA to improve the quality of Title I projects

In any one year the State Department Title I staff focuses on one or two programs to improve the quality of the existing Title I programs operating in the local communities. In one of our lighter moments we dubbed Fiscal Year 1969 to be "The Year of the In-Service Training Program". That interest in in-service training continued into 1970 but was focused on the specific interest which dictates our 1970 designation as "The Year of the Behavioral Objective".

We had, in the past years, stressed the importance of specifying "to-be changed-behaviors" in observable, measurable ways, in the context of evaluating Title I programs. This year we insisted that entire projects be written, so far as possible, in behavioral terms. That is, we required that all needs be rewitten in behavioral terms, all objectives and all methods of evaluation be designated in that manner. In order to assist local personnel in this effort, we sponsored three separate workshops offered at different times during the year and in different locations throughout the State to aid them in this endeavor. These workshops generally covered the basic philosophy or rationale for the use of behavioral objectives, talked of the different kinds of objectives educational programs might have, and usually provided some opportunity for workshop participants to write some objectives under the critical eye of those experts running the workshop.

This type of continuing education for teachers through the in-service workshop media has a high priority by the SEA staff. As a consequence, we additionally sponsored and/or organized and/or operated a great many

other in-service training programs in a variety of fields. It is our opinion that no other State Department program could have reached so many in such a significant way.

A list of all in-service training programs offered by the Title I office and the number of participants is listed in Table 3-1.

TABLE 3-1

IN-SERVICE TRAINING PROGRAMS

SPONSORED BY THE STATE TITLE I OFFICE

	Training Programs	No. of Participants
I.	Early Childhood Education Conference	375
II.	Conference on Behavioral Objectives	85
III.	The Gifted Child	85
IV.	Engleman and Becker Model for Follow-Through	80
V.	Neglected and Delinquent Children	80
VI.	Evaluation Conference	100
VII.	Pupil Personnel Work with the Disadvantaged	40
VIII.	Use and Misuse of Test Results	130
IX.	All-State Community Schools Conference	100
X.	Behavioral Objectives Conference	100
XI.	Conference on Mental Health	85
XII.	English as a Second Language	35
XIII.	Adlerian Family Counseling	150
XIV.	English as a Second Language	50
XV.	Special Education Workshop - A Multidisciplinary Approach	400
XVI.	Evaluation Conference	100
XVII.	Behavioral Objectives Conference	80
XVIII.	All-State Reading Conference	900
	TOTAL	2,875

In addition to State organized and operated in-service training programs, Local Educational Agencies were encouraged to build training programs into their Title I programs to aid all personnel involved in the program. More than a third of all projects did have either an in-service or pre-service training program as part of their Title I project. While most (70%) of the projects conducted a single training program, some few (17%) conducted two programs, and the remaining (13%) conducted more than two training programs during the operation of their Title I programs.

The most frequent activities or subject matter covered in these training programs were those concerned with remedial reading, language arts and communication skills, kindergarten, reading readiness and mathematics. Table 3-2 indicates the subject or activity of all the training programs and the proportion of training programs dealing with that subject.

TABLE 3-2

ACTIVITY OF TRAINING PROGRAMS

Activity	Percentage
Remedial or corrective reading	22%
Language Arts and communication skills	12
Kindergarten	12
Reading Readiness	10
Mathematics	9
Transitional	5
Team Instruction	5
Library	3
Special Education	3
English as a second language	3
Pupil personnel services	3
Industrial Arts	3
Cultural	2
Media Center	2
Integration	2
School clinic	2

Below is additional information about these many training programs.

1. Duration of program

   The total number of hours in which Title I training programs were in operation was 908. The mean number of hours of each training program was 29. The shortest program was four hours in length, and the longest was 150 hours.

2. Time of Training Program

   Over half (51%) of the programs were in-service training programs. Fifteen percent were pre-service training programs with the training being offered prior to the start of the project operation. The remainder (33%) were training programs that operated both prior to the opening of the project and also during its operation.

3. Joint Training

   Many of the training programs provided the teachers with an opportunity to share their training with other personnel who assist them in the joint effort of providing special instruction and services to Title I children

   64% of the programs provided joint training of the teachers with <u>teacher aides or other supportive personnel</u>

   55% with <u>other professional personnel</u>

   16% with <u>parents of pupils</u>

   6% with <u>other personnel</u>

4. Conduct of training program

Project directors most often conducted these training programs, followed closely by the professional staff of the LEA.

50% of the training programs were conducted by the project director

22% by the professional staff of the LEA

16% by college or university personnel

6% by consultants from business or industry

6% by private professional consultants

5. Objectives of training program

The objectives most frequently mentioned as characteristic of these training program were: introduction of new instructional techniques, utilization of instructional equipment and materials, and culture and personality of the educationally disadvantaged.

A complete listing of training program objectives and the proportion of programs having those objectives follows:

79% the introduction of new instructional techniques

76% utilization of instructional equipment and materials

67% culture and personality of the educationally disadvantaged

58% measurement, evaluation and reporting

55% general orientation to the philosophy of compensatory education

53% types of learning disabilities

51% introduction of new content material

45% utilization of other resources (e.g. library, community)

36% utilization of ancillary services (e.g. guidance)

27% project planning and design

6. Number of personnel who participated in training programs

The people most frequently participating in training programs are regular classroom teachers, compensatory teachers and teacher aides. A complete breakdown of the numbers and kinds of persons participating in training programs and the number of different projects they represent follows in Table 3-3.

TABLE 3-3

PERSONNEL PARTICIPATING IN TRAINING PROGRAMS

Type of Personnel	No. of people	Nc. of Projects Represented
Regular Classroom Teacher	300	15
Special Teachers (e.g. music art, etc.)	56	7
Compensatory Teachers	264	20
Guidance Counselors	9	6
Social Workers	11	5
School Principals	41	14
Other Professional Personnel	48	12
Parents	115	5
Teacher Aides	242	21
Others	12	5
TOTAL	1,098	

B. Changes made by SEA to insure proper participation of non-public school children

During the previous Fiscal Year the Catholic Diocesan Education Office appointed a Federal Coordinator. In a parallel move this year the Title I office appointed on a half-time basis a specialist on non-public schools. She is a religious and is director of educational apostolates for the Sisters of Mercy and a Roman Catholic educator of long and varied experience. She will serve as an advisor to both the state compensatory educational office and to local educators on the non-public school aspects of Title I of the Elementary and Secondary Education Act.

C. Changes made by SEA to modify local projects in the light of State and Local Evaluation

1. Evaluation review

Upon receipt of a new Title I application from an LEA for a project similar to the previous years' project, the Title I staff studies it closely for changes in areas where the previous evaluation showed weaknesses. If no changes were indicated on the new application, the consultants contacted the local project director to discuss the evaluation as it pertained to the new application. During these meetings, the local directors were urged to continue those portions of the program which were successful and to alter those activities that did not appear successful as indicated by the local evaluation. Usually only minor alterations were required.

2. State Reading Evaluation

During the academic year 1968-69, the Rhode Island Title I Office developed and conducted an evaluation of the State's Title I reading and reading related programs. The evaluation instruments developed for this undertaking are included in this report in Appendix A.

The instruments are three: Form A, Form B, and Form C. Form A asks information about the LEA, its enrollment, per pupil expenditure, some specific fiscal data, objectives of the project, project duration, personnel working in the project, in-service training programs, and parent advisory groups.

Form B is called pre-pupil form and early in the program one was filled out for each child in a reading or reading related program. This form contains information about the pupil's previous educational history, the nature of his current problem, some socio-economic information about the child's family, some characteristics of the compensatory program in which he is enrolled, and finally, his pre-test scores in the area of achievement of the project.

Form C, the post-pupil form, requested information about the same child's performance in the compensatory program, about the services provided to him, the nature of the program provided him and his post-test results.

The process of data collection is long and involved. Aware of its scope, we limited this evaluation to reading and reading related projects conducted during the academic year only.

The objectives of this data collection were to (1) identify those project elements which insure the greatest effectiveness in programs for the academically disadvantaged, (2) to determine which new approaches are being used successfully with the academically disadvantaged, (3) to provide measurable data in relation to the child's achievement, and (4) to provide reliable demographic information about Title I children.

The data collected from Forms B and C, the pre-pupil and post-pupil forms, was synthesized in a publication entitled "You and Your State". A question-by question analysis of both forms was provided for the entire State. In addition to the State data, this publication provided the local Title I people with space to enter their local data for each question in the same booklet and thus provided them with an accurate means for comparing the characteristics of their local programs with that of the State as a whole. The local data was provided the LEAs in the form of computer print-outs which were distributed and explained to all local directors and evaluators at the annual fall evaluation meeting. A copy of that report is included in Appendix B.

3. Coordination among SEA personnel

We have continued our efforts to increase the coordination between SEA consultants in various fields such as special education, reading, math, social studies, art and music and the Title I staff. We have encouraged them to make site visits with us, sit down during project planning and offer advice on the operation of the Title I program. When possible, we have encouraged the SEA consultants to attend conferences and meetings, locally or away, in their subject area, with emphasis on disadvantaged children.

4. Consultants

As part of our continuing effort to take advantage of the special talents of people working in our State but for agencies other than the SEA, we have continued to maintain a group of consultants in a variety of areas who are willing to assist local people in whatever phase of their project as is necessary. Most of these consultants are members of the college and university staffs in Rhode Island. Their fees are paid by the State Title I Office and so the local people incur no financial obligation when using their services. A list of these consultants and their areas of speciality are listed in TABLE 3-4.

TABLE 3-4

CONSULTANTS

Name	Affiliation	Specialty
Mr. James H. Bissland	Rhode Island College	Dissemination and Publication
Dr. Vincent F. Calia	Rhode Island College	Pupil Personnel Services
L Lenore A. DeLucia	Rhode Island College	Evaluation
Dr. Max Faintych	Private Physician	Psychiatric and Psychological
Dr. Patricia J. Fontes	Salve Regina College	Computerized Programming
Mrs. Marion Goldsmith	East Greenwich School Department	Community Involvement
Dr. Jack Larsen	Rhode Island College	Secondary Education
Dr. Marion McGuire	University of Rhode Island	Reading
Miss Cecelia Motta	East Providence School Department	English as a Second Language
Mr. Gerard Richard	Rhode Island Junior College	English as a Second Language
Dr. Marvin Rife	University of Rhode Island	Pupil Personnel Services
Sister Mary Rosalia Flaherty RSN	Sister of Mercy	Non-public schools

Question 4. Effect upon Educational Achievement:

A. What effect, if any, has Title I had upon the educational achievement of educationally deprived children including those children enrolled in nonpublic schools in your State? On the basis of objective State-wide evidence --- not testimonials or examples but hard data --- describe the impact on reading achievement levels of educationally deprived pupils including nonpublic school pupils. With standardized achievement test results, compare the achievement of participants in Title I projects to that of all pupils of the same grade level in the State using current national and statewide norms and specifying the norms used. All evidence should be based on the educational performance of a significant number of Title I participants in your State. Indicate the number of Title I participants for which data are presented.

B. What are the common characteristics of those Title I projects in your State that are most effective in improving educational achievement?

C. What evidence, if any, have you found in your State that the effectiveness of Title I projects is related to cost?

Answer 4.

4 A. Effect of Title I on Reading Achievement

1. State Reading Evaluation

As part of the Rhode Island State evaluation effort, a large amount of information about Title I programs and children is collected from the LEAs. Form 70-A seeks information about the general program and individual projects which make up each LEAs Title I package. Additionally, Forms 70B and 70C are completed on each child in a Title I reading program. Form 70-B is completed at the start of the program and includes demographic information about the child, the nature of his educational problem and his pre-test results. Form 70-C is completed at the conclusion of the Title I reading program for each child and includes his participation in Title I, the services he received, parental involvement, and post-test results.

A summary of this data is compiled each year and distributed to the LEAs in a booklet entitled, "You and Your State", a copy of this booklet is included in Appendix B for your information.

In order to make the most meaningful State analysis of student achievement, we requested that each LEA administer the Gates-MacGinitie reading test. Should an LEA have legitimate reasons for using another test, permission is granted. However, that community is then not included in the total State reading achievement analysis. All data to be reported here is data resulting from the administration of the various forms of the Gates-MacGinitie Reading Test.

The nature of a State analysis requires that only children for whom there is both pre-test and post-test data will be included in the resulting analysis. During the academic year 1969-70, 4989 children participated in a Title I reading program administering the Gates-MacGinitie tests. Of that number, both pre and post-test results were available for 3196 of those children. The data which follows is based on those 3196 children. (An additional 976 children in grades K and 1 could not be tested with the Gates Achievement Test).

The following analysis will make considerable use of the terms "Average Monthly Gain" and "Prior Average Monthly Gain". In order to insure mutual understanding a brief digression to define these concepts seems appropriate.

AMG: Average Monthly Gain

This refers to the gain students made in their grade equivalent reading scores during Title I participation - 1968-69. For example, if a student's grade equivalent reading score was 2-0 years, when he entered the Title I reading program, and 2-8 years at its conclusion eight months later, we compute his average monthly gain as:

$$\text{AMG} = \frac{\text{Post Test Grade Equivalent - Pre Test Grade Equivalent}}{\text{Number of months elapsing between tests}}$$

or

$$\frac{(2\text{-}8) - (2\text{-}0)}{\text{eight months}}$$

$$= \frac{\text{eight months}}{\text{eight months}}$$

$$= \text{one month}$$

The hypothetical student above averaged a one month gain in reading score for each month he spent in the Title I program.

PAMG: Prior Average Monthly Gain

This is the average monthly gain a student made prior to his admission to the 1968-69 Title I reading program. For example, if a third grade student enters a Title I reading program with a grade equivalent reading score of 2-0 years, we know that during his first and second grade experience he progressed from a grade equivalent score of 1-0 (the minimum) to 2-0. That gain from 1-0 to 2-0 years is, in grade equivalent terms, a ten month gain made in two academic years or twenty months. We compute the PAMG as:

$$\text{PAMG} = \frac{\text{Pre-Test Grade Equivalent Score - 1-0*}}{\text{Number of years spent in school}}$$

$$= \frac{(2\text{-}0) - (1\text{-}0)}{\text{two years}}$$

$$= \frac{1\text{-}0}{2\text{-}0}$$

$$= .5 \text{ months}$$

Thus our hypothetical student has a prior average monthly gain of .5 month.

The child of average ability makes grade equivalent gains of one month for each month in school. By virtue of the selection procedure, Title I children had a history of making gains of less than one month for each month in school. These were children who were well below their classmates in reading achievement. An analysis of the State data as shown in Table 4-1 verifies this:

* 1-0 is the lowest or minimum socre possible in a grade equivalent score

2. Reading Achievement Data

Table 4-1 presents the pretest data for the 3200 children enrolled in reading projects.

TABLE 4-1

PRE-TEST READING ACHIEVEMENT DATA*
(Gates-MacGinitie Reading Test)

Grade	Grade Equivalent Scores		
	Vocabulary	Comprehension	Combined
1 (N=23)	1.5	1.5	1.5
2 (N=856)	1.6	1.6	1.6
3 (N=764)	2.1	2.0	2.0
4 (N=364)	2.8	2.4	2.6
5 (N=339)	3.6	3.0	3.3
6 (N=204)	5.2	4.9	5.0
7 (N=242)	4.7	4.2	4.4
8 (N=175)	5.7	5.1	5.4
9 (N=194)	6.2	6.0	6.1
10 (N=35)	7.6	10.5	9.0

*National Norms

These Title I children were reading well below their grade level expectation at the start of this year's Title I program. It can be noted that as a group they were less than one-half a year behind in the second grade, they were a year behind in the third grade, two years behind by the sixth grade, and three years behind by the ninth grade.

They are thus so far behind as a result of a constant inability to achieve the expected average in past years. These children made gains in the past (PAMG) of .6 months per month in vocabulary score and .5 months per month in comprehension score. While the average child was gaining 1.0 months in reading score per month of school, these Title I children had been making half those gains with the consequent result that they fell further and further behind their classmates in reading achievement.

Table 4-2 shows us the Prior Average Monthly Gains of these Title I youngsters.

TABLE 4-2

PRIOR AVERAGE MONTHLY GAIN IN READING SCORE

Grade	Vocabulary	Comprehension	Combined
2	.5	.5	.5
3	.5	.4	.4
4	.5	.4	.4
5	.6	.5	.6
6	.8	.7	.8
7	.6	.5	.6
8	.6	.6	.6
9	.8	.6	.7
10	.7	1.0	.8
TOTAL	.6	.5	.6

These Title I children were making Prior Average Monthly Gains of .6 months in vocabulary reading score and .5 months in comprehension score for each whole month spent in school. If a youngster maintained that rate of gain he would fall behind more and more each year. And it is obvious that this is precisely what had happened to these children.

At the conclusion of the Title I reading programs, post-tests were administered to audit the children's progress over the course of the program. The post-test results are presented in Table 4-3.

TABLE 4-3

POST-TEST READING ACHIEVEMENT DATA
(Gates-MacGinitie Reading Test)

Grade	Grade Equivalent Scores		
	Vocabulary	Comprehension	Combined
1	1.8	1.7	1.8
2	2.3	2.3	2.3
3	3.0	2.9	3.0
4	3.8	3.3	3.6
5	4.7	4.3	4.5
6	6.0	6.2	6.1
7	6.3	5.6	6.0
8	7.5	6.7	7.1
9	7.6	7.4	7.5
10	8.5	11.4	10.0

Of most interest is the average monthly gain made by children during the conduct of a Title I program. That information is presented in Table 4-4.

TABLE 4-4

AVERAGE MONTHLY GAIN IN READING SCORES

Grade	Vocabulary	Comprehension	Combined
1	.4	.2	.3
2	1.1	1.1	1.1
3	1.3	1.4	1.4
4	1.3	1.3	1.3
5	1.5	1.8	1.6
6	1.1	2.0	1.6
7	2.3	2.0	2.2
8	2.6	2.3	2.4
9	2.9	4.1	3.5
10	1.8	1.7	1.8
TOTAL	1.5	1.6	1.6

Prior to entry into this year's Title I program these children had been making gains of .6 months per month in school. These same children after participation in a Title I reading program were making average gains of 1.6 months in reading score per month in school. These children improved in reading scores to the extent of making

better than average gains in reading improvement over the period of the project. Their prior average monthly gain (PAMG) had been .6 months gain per month; their average monthly gain (AMG) during the program was 1.6 month per month. The analysis of pre- and post-test data is perhaps best made in Table 4-5 which consolidates some of the information from Table 4-1, 4-2, 4-3 and 4-4.

TABLE 4-5

PRE-AND POST-TEST READING ACHIEVEMENT DATA

Grade	Combined Pretest	Combined Posttest	PAMG	AMG
1 (N=23)	1.5	1.8		.3
2 (N=856)	1.6	2.3	.5	1.1
3 (N=764)	2.0	3.0	.4	1.4
4 (N=364)	2.6	3.6	.4	1.3
5 (N=339)	3.3	4.5	.6	1.6
6 (N=204)	5.0	6.1	.8	1.6
7 (N=242)	4.4	6.0	.6	2.2
8 (N=175)	5.4	7.1	.6	2.4
9 (N=194)	6.1	7.5	.7	3.5
10 (N=35)	9.0	10.0	.8	1.8
TOTAL (N=3196)			.6	1.6

This table makes it quite clear that significant gains were made by children during their participation in a Title I reading program. All children in the programs were designated to be problem readers at the outset and the pre-test results clearly indicate that they were. Their average reading level was well below grade level, and became increasingly so with advancing grade placement. And yet, these problem readers gained in reading scores faster than normal for their ages by the conclusion of the Title I program. As a result, while still not reading "at grade level" by year's end, the typical pupil had overcome a previous tendency to fall increasing behind in school and instead was catching up with his peers, sometimes at a startling rate. The child who at the start of the Title I program, was reading one year below grade level, was (at the conclusion of the program) reading only one half year below grade level. Had he not been enrolled in a Title I program, he would have slipped even further behind to about one and a half years below grade level by the end of the year.

The prior average monthly gain (PAMG) in all grade levels (excluding grade 1) was between .4 and .8 month per month in school. The average monthly gain (AMG) taking place during this year's Title I program was from 1.1 to 3.5 depending on the grade level involved. At every grade level the AMG was larger than the PAMG. The smallest difference was at the second grade level where the PAMG was .5 and the AMG was 1.1. The largest difference was at the ninth grade level where the PAMG was .7 and the AMG was 3.5.

The AMG of grade levels 2, 3, 4, 5, and 6 are similar to one another; respectively, 1.1, 1.4, 1.3, 1.6 and 1.6. These children were making achievement gains at a level somewhat greater than the average level of expectation. All had been scoring well below expectation previous to their Title I participation.

Although these children were not reading "at grade level" at the conclusion of their Title I experience, their rate of progress was better than the average rate. Not only was there a cessation of their falling behind, but an actual "catching up" to the norm.

Data analysis for the grades 7, 8, 9, and 10 show even larger AMG than at the elementary levels. Grades 7 and 8 showed gains of 2.2 and 2.4 respectively. And then grade 9 showed a phenomenal gain of 3.5 months of reading score per month in school. Grade 10 showed an AMG of 1.8. The PAMG for those grades was .6, .6, .7 and .8. The progress of these junior high aged children was far superior to the average expected gains for students in grades 7 to 10. Continuous gains of that magnitude would easily return a slow reader to grade level in a short time. If a hypothetical seventh grade student were reading at the 5.0 level (i.e. two years below grade level), upon entry into a Title I reading program, and made continuous reading gains of 2.2 months reading score for each month in school, he would be reading at grade level by the end of the school year.

The extraordinary gains made by the secondary school students as compared with the elementary students caused us some concern initially. We have operated our State Title I programs for the past year or two, on the assumption that our greatest impact could and

should be made on elementary-aged children. And yet, it looks from this analysis that secondary-school children profit significantly more than do elementary-school children. This initial observation has since been tempered by several additional observations and/or explanations.

1. The child who reads at a grade equivalent score of 8-0 and then gains two years in grade-equivalent reading score improves proportionally no more than the children originally reading at a grade 4-0 level who gain one year.

While this general condition was noted, there seem to be some more specific pertinent observations that can be made.

2. The sample size for the secondary grades is considerably smaller than the elementary grades' sample and may be reflective of many differences between them.
3. The concentration of the reading skills acquired at the two levels differs. The elementary grades of necessity must begin with concepts, language development, and readiness, which can then be followed with the tools of word perception. From these rudimentary beginnings the real task of reading, which is comprehension, can be introduced. The secondary level, on the other hand, usually needs to concern itself with ascertaining which of the initial skills need reteaching or reinforcing and can then go on to the development of sophistication needed for adult reading, such as organization and study as well as appreciation and enrichment.

4. The nature of the scoring of the Gates-MacGinitie Reading test might contribute to larger gains at the secondary level than were observed at the elementary level. Using the form of the test recommended for ninth grade pupils, a student who received a raw score of 39 would have a grade equivalent score of 8.8. Had he received a raw score of 40, his grade equivalent score would have been 9.2. That is, the addition of one correct answer would have raised his score by four months. Likewise, a raw score of 41 is equal to a grade equivalent of 9.6 and a raw score of 42 to a grade equivalent of 10.0. The drastic changes in grade equivalent scores as a result of merely one or two additional correct items might account for the very large average monthly gains demonstrated by the secondary school pupils.
5. Because of the State law which permits children to leave school at the age of 16, the population of students at the secondary school level is a more select population than that in elementary schools. The student who has been a poor achiever has, in many cases, left school by the ninth grade. The secondary schools are populated by a brighter, higher achieving population than are the elementary schools. This may be another factor which accounts for the enormous reading gains made by Title I students at the secondary level. <u>On the average</u>, they may be better students than the average student served by the elementary school program.

The 1969-70 Title I pupils appear to be improving even faster than those enrolled in 1968-69 reading programs. An analysis of data collected this year and last year is to be found in Table 4-6.

TABLE 4-6

COMPARISION OF READING ACHIEVEMENT DATA

FOR THE YEARS 1968-69 and 1969-70

Grade	Pretest		Posttest		PAMG		AMG	
	1969	1970	1969	1970	1969	1970	1969	1970
1	1.4	1.5	1.7	1.8	---	---	.3	.3
2	1.6	1.6	2.2	2.3	.5	.5	.8	1.1
3	2.2	2.0	2.9	3.0	.5	.4	.9	1.4
4	2.8	2.6	3.6	3.6	.6	.4	.9	1.3
5	3.9	3.3	4.8	4.5	.7	.6	1.1	1.6
6	4.6	5.0	5.3	6.1	.7	.8	.9	1.6
7	5.3	4.4	6.5	6.0	.7	.6	1.3	2.2
8	6.2	5.4	7.0	7.1	.7	.6	1.2	2.4
9	6.9	6.1	8.4	7.5	.8	.7	1.7	3.5
10	7.8	9.0	9.4	10.0	.7	.8	2.4	1.8

A review of the AMG column in Table 4-6 will indicate quite clearly the superior gains made this year as compared with last year. This year's second graders had an average monthly gain of 1.1 as compared with last year's gain of .8 month per month in school. This year's second graders were making gains of .3 months in excess of last year's Title I second graders. The difference in AMG for the two years was .3, .5, .4, .5, and .7 for the 2nd, 3rd, 4th, 5th, and 6th grade levels. At grades 7 and 8 the differences

in AMG were 1.2 and 1.8 respectively. The gains made by this year's 10th graders (1.8)were not as large as the gains made by last year's 10th graders (2.4).

Just why the 1969-70 state-wide averages should show greater improvement than those in 1968-69 is not positively known. However, there are two explanations which might singly or in combination account for the superior success of this year's programs.

1. Because 32% of the 1969-70 Title I pupils had participated previously in a Title I program, the statistics may reflect the cumulative effect of special educational help. The obvious suggestion is that longer participation in compensatory education programs means greater success in overcoming education deficiencies.
2. Local Title I project designers and staff members may also be learning from experience, and finding ways to improve their programs' impact.

3. Relation of Achievement Scores to Intelligence

If we are to compare projects on the amount of gain in reading achievement scores, we must be careful that the projects have enrolled children of comparable general scholastic ability. This was difficult to do since each project used its own measure of I.Q. Still, if we consider that most of the tests used were group paper and pencil tests with roughly comparable forms, the evidence is that the groups of children did not differ widely in ability. The mean I.Q. of all children in Title I reading programs was 95, and the standard deviation was 12.

The frequency distribution of I.Q. scores is indicated in Table 4-7.

TABLE 4-7

DISTRIBUTION OF I.Q.s OF TITLE I PARTICIPANTS

I.Q. Range	Number	Percentage
50-80	295	9%
81-90	771	24%
91-100	1171	37%
101-110	651	20%
111-120	233	7%
121-150	78	2%

It can be noted that 70% of all participants in Title I reading programs have I.Q.s below 101. Only 9% have I.Q.s above 111. This distribution of I.Q.'s is markedly skewed to the low side of the distribution.

In-project performance and pre-project performance were not, as might have been expected, highly correlated with I.Q. range. Table 4-8 shows the average monthly gain (during Title I projects) and the prior average monthly gain for each of the six I.Q. groups.

TABLE 4-8

READING ACHIEVEMENT BY I.Q. LEVELS

I.Q.	PAMG	AMG
50-80	.4	1.4
81-90	.4	1.6
91-100	.6	1.5
101-110	.6	1.6
111-120	.7	1.7
121-150	1.0	1.5

Extremely interesting conclusions can be drawn from the data in this table. One notes that PAMG increases as I.Q. increases. One notes with dismay, however, that even children with measured I.Q.'s of 120 and over are only growing in reading at the average rate of 1.0 months per month. As a matter of fact, the performance of the upper four groups is markedly below what would be expected for their measured ability. Perhaps this is evidence that their handicaps are educational, environmental, and hopefully, correctable.

Average monthly gains during the program are minimally related to I.Q. There is quite a difference in absolute value between PAMG and AMG. Here the youngsters are progressing at better than the rates one would expect at least at the four lowest I.Q. levels. The lowest group is even outdoing its own measured ability.

We had expected to find, on examination of this data, that children with I.Q.s below 80 benefited relatively little from Title I

programs since their reading deficits might be more readily ascribed to lack of potential than to educational deprivation. We were truly surprised to find that this was not the case but that these youngsters had really done better, in terms of relative improvement, than any other group. One possible explanation for this is that the measured I.Q.s in their cases were unrealistically depressed by their poor reading (group I.Q. tests of the pencil and paper variety were widely used) and were not indicative of their true potential for learning.

4 B.

1. Common Characteristics of Effective Projects

Programs judged to be most effective and least effective in improving children's reading achievement were selected in the following way: A listing of each LEA program and the grades it served was made. The average monthly gain (AMG) for each grade was indicated as well as whether that gain was above of below the State average for that grade. The proportion of grade levels which scored above the State average was computed for each LEA. The proportions ranged from 0%, i.e. no grade level AMG was above the State average, to 100%, i.e. every grade level AMG was above the State average. Additionally, the total AMG for all grades was noted. Taking both sources of information into account by computing the average of the ranks on both measures, the most and least effective projects were designated. Table 4-9 presents both data about the percentage of grade level AMGs above the State AMG and the AMG for each LEA.

TABLE 4-9

SELECTION OF MOST AND LEAST EFFECTIVE READING PROJECTS

LEA ranking	Percent of grade level AMGs above State average	Average Monthly Gain
1	100%	4.5
2	75%	2.1
3	100%	1.6
4	56%	1.9
5	83%	1.5
6	38%	2.8
7	50%	1.7
8	60%	1.6
9	50%	1.3
10	44%	1.4
11	25%	1.5
12	30%	1.3
13	20%	1.0
14	0%	1.0
15	0%	1.0
16	10%	.4
17	0%	.4

All of the information which the State Compensatory Office had available on the five most effective and five least effective programs was set up in tabular form and then we attempted to find similarities within each category and differences between categories. Because this is an extremely difficult type of analysis, and because of the somewhat subjective nature of those elements singled out as being similarities or differences, the entire set of data is presented here, in Table 4-10. A listing of some points of similarities or differences designated by the State Office of Compensatory Education follows that table.

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TABLE 4-10

CHARACTERISTICS OF MOST EFFECTIVE AND LEAST EFFECTIVE
TITLE I PROGRAM: 1969-70

	Most Effective					Least Effective				
	1	2	3	4	5	13	14	15	16	17
Number of grades	2	10	2	8	4	6	6	8	7	6
Sex: Males	64%	56%	58%	59%	72%	68%	60%	60%	59%	58%
Females	36	44	42	41	28	32	40	40	41	42
Ethnic: Negro	3	20	10	0	0	1	4	2	32	0
White	94	77	90	100	100	99	95	99	63	100
Other	3	2	1	0	0	0	0	0	5	0
Prev. Part.: yes	30	38	26	37	60	8	46	35	50	10
no	70	62	74	63	40	92	54	65	50	90
Type school: public	100	81	73	77	100	70	92	89	100	100
parochial	0	19	27	23	0	30	8	11	0	0
Retained: yes	24	24	29	38	40	50	21	26	29	25
no	76	76	71	62	60	50	79	74	71	75
I.Q. Mean	97.7	96.7	91.4	101.5	97.3	96.2	95.8	94.9	93.0	96.8
* S.D.	6.4	11.0	10.8	7.5	11.7	11.2	13.8	11.9	12.2	13.7
Cause depr.: organic	0	2	17	8	21	0	1	4	19	0
emotional	0	7	8	8	16	5	0	1	6	0
attendance	0	1	3	2	1	2	0	0	3	0
language	3	1	2	1	0	6	10	1	3	0
lack cultural	94	60	46	58	43	87	89	89	53	100
unknown	3	28	24	22	20	0	0	5	16	0
*Basis select.: teach.	39	30	30	0	85	39	99	5	78	100
ach. vs. pot.	24	27	0	0	14	61	0	95	6	0
Stand. test	21	42	70	100	0	0	1	0	16	0
grades	9	0	0	0	0	0	0	0	0	0
other	3	1	0	0	1	0	0	0	0	0
unknown	3	0	0	0	0	0	0	0	0	0
*Proj. des.: remedial	0	99	100	100	67	99	61	77	55	68
tutorial	0	0	0	0	0	0	0	0	1	0
readiness	0	1	0	0	18	0	39	23	44	32
cultural	0	0	0	0	0	0	0	0	0	0
recreational	0	0	0	0	0	1	0	0	0	0
diagnostic	0	0	0	0	0	0	0	0	0	0
other	100	0	0	0	15	0	0	0	1	0
Military father: yes	3	20	0	1	1	2	0	1	11	4
no	97	79	100	99	99	98	100	99	89	96
Neighbrhd.:resident.	3	69	37	51	0	0	0	64	35	0
commerc.	0	0	16	0	0	0	0	0	0	0
res. & com.	3	30	47	48	0	100	100	36	51	0
rural	94	0	0	0	100	0	0	0	14	100
Imm.Sch.need: diet	0	0	2	0	1	0	0	0	1	0
physical	0	1	0	0	3	0	0	0	0	0
psychological	0	3	2	9	7	0	0	0	1	0
eye	0	1	1	2	1	0	0	0	0	0
dental	0	0	1	0	0	0	0	0	0	0
reading	100	86	95	60	47	99	83	100	29	100
math	0	0	0	0	0	0	0	0	0	0
academic	0	1	0	21	17	1	5	0	59	0
enrichment	0	8	0	7	23	0	12	0	10	0

*Identifies characteristics differentiating most effective from least effective programs

(table 4-10 cont.)	Most Effective 1	2	3	4	5	Least Effective 13	14	15	16	17
Materials: inapprop.	0%	0%	2%	0%	0%	0%	0%	0%	3%	0%
somewhat inapp.	0	0	1	0	5	0	0	0	3	0
somewhat appro.	0	9	9	1	8	0	3	0	42	0
highly appro.	100	91	88	99	88	100	97	100	52	100
Design meets needs: yes	100	99	97	88	63	100	100	100	92	100
no	0	1	3	12	38	0	0	0	8	0
*Days absent	13.6	10.2	7.3	11.4	11.6	3.5	15.6	8.9	20.8	19.5
Home visits: no. homes	1	24	20	0	38	0	334	31	25	0
total enrollm.	33	498	174	190	87	124	630	328	121	124
Adm. ind. stand. test:										
yes	15	78	16	16	100	37	77	100	75	50
no	85	22	84	84	0	63	23	0	25	50
intelligence	100	36	2	5	100	37	56	100	57	0
aptitude	0	0	0	0	1	0	0	0	41	0
diagnostic	0	62	14	15	77	0	14	85	63	0
achievement	0	5	0	0	100	0	8	100	76	50
Complete psych. asses:yes	0	1	2	1	13	1	1	11	15	6
*Hours in prog.: 1-50	6	8	1	0	0	25	1	64	17	10
51-100	48	25	1	0	59	75	0	32	23	90
101-125	0	17	2	68	7	0	3	4	5	0
126-150	0	44	4	32	1	0	0	0	2	0
151-175	45	4	76	0	2	0	36	0	2	0
176-200	0	0	0	0	0	0	0	0	0	0
over 200	0	2	16	0	31	0	60	0	50	0
Enrichment: yes	100	100	60	99	100	100	98	85	87	92
no	0	0	40	1	0	0	2	15	13	8
*Other services: guid.:	100	42	2	11	3	0	55	0	32	0
sp. hr.	0	1	3	0	6	0	1	0	52	0
mental hlth.	0	6	2	0	2	0	1	0	1	2
nutrition	0	0	21	0	100	0	0	0	45	50
sex	0	0	2	0	0	0	11	0	0	0
phys. hlth.	0	0	2	0	1	0	9	0	25	0
Allowed to leave prog.	12	11	5	0	0	0	10	7	5	8
Returned to program	0	0	0	0	0	0	1	15	0	0
*Supplemental services	97	86	100	100	62	100	57	100	45	100
Left other reasons	12	9	2	0	8	2	5	9	15	8
Reasons: moving	25	22	100	0	63	50	77	52	68	50
parental dissat.	0	0	0	0	0	0	0	0	5	0
child dissat.	50	16	0	0	13	50	3	0	5	0
failure to adj.	0	24	0	0	13	0	7	32	0	25
other	25	38	0	0	13	0	13	16	21	25
Major handicap: MR	0	0	0	0	1	0	1	0	0	0
Hd. hearing	0	0	1	1	3	1	0	1	7	0
Deaf	0	0	0	0	0	0	0	0	0	0
speech imp.	0	0	2	2	11	1	0	0	3	2
crippled	0	0	0	0	0	0	0	0	0	0
visual hand.	15	0	1	0	10	1	1	0	4	4
emotional	9	0	1	0	1	0	1	0	1	0
other	18	1	0	1	18	0	1	0	2	0
no hand.	58	99	96	96	54	98	95	98	83	94

*Identifies characteristics differentiating most effective from least effective programs

(table 4-10 cont.)	Most Effective 1	2	3	4	5	Least Effective 13	14	15	16	17
*Parent Communication:										
with compens. teach.	39	45	11	3	0	0	0	0	14	0
classroom teach.	0	16	20	32	52	77	47	22	59	85
both	0	21	28	15	28	0	17	75	7	15
neither	61	18	40	54	20	23	26	3	20	0
Test obtain.: reg.adm.	0	0	1	0	0	0	5	0	0	0
adm. to comp. only	100	100	99	100	100	100	95	100	100	100
Objectives: inc. readiness	0	2	0	0	19	0	22	25	21	32
inc. reading skills	93	97	1	100	81	100	78	75	67	68
inc. vocabulary	3	0	1	0	0	0	0	0	0	0
inc. comprehension	3	0	99	0	0	0	0	0	0	0
inc. lang. arts	0	1	0	0	0	0	0	0	12	0
other	0	0	0	0	0	0	0	0	0	0

*Identifies characteristics differentiating most effective from least effective programs

Differences between the most and the least effective projects

1. While the average I.Q. of participants is quite similar in both groups of projects, the standard deviation, a measure of variability, is somewhat smaller in the more effective projects. The standard deviation reflects a more homogenous nature of the groups, with respect to I.Q. in the more effective projects. The less effective projects were dealing with a group of children whose I.Q.s were more dispersed or variable.
2. In the less effective projects, there was one basis of selection for almost all children in the project, e.g., in project ranked #14, 99% of the children were selected for the Title I project by teacher recommendation. In project ranking #15, 95% of the children were selected on the basis that their achievement scores were discrepant with their potential ability.

In three of the five more effective programs, no single method of selecting children as participants in the Title I program was used exclusively.

3. The project design, i.e. remedial, tutorial, readiness, etc., was the same for all children in the project for the more effective projects. The project design varied for individual children in the less effective projects.
4. The average rate of absenteeism was higher in the less effective projects. Students in the most effective projects were absent and average of 10.2 days during the project; in the less effective projects students were absent 13.7 days.

5. The more effective programs provided more hours of program time to the participants than did the less effective programs.
6. The less effective programs give a variety of auxiliary services; the more effective programs concentrate the giving of auxiliary services to just a few pupils or give all pupils just one auxiliary service.
7. The more effective programs were programs that were supplementary programs to their participants. That is, if this was a remedial reading program, it was a supplement to the child's usual developmental reading program in his regular classroom. Two of the least effective programs report that the Title I reading program was not supplemental for at least half of their children.
8. More parents of children in effective programs communicated with the compensatory teacher during the conduct of the program than did parents of children in the less effective programs. But the parents in the less effective programs saw the regular classroom teacher more often. Many of the parents in the effective programs saw neither the classroom nor compensatory teacher; few parents in the less effective programs saw neither.

Rather than comment additionally on each of these differences we would merely note that the 1968 evaluation had found that the extent of auxiliary services differentiated effective from ineffective programs also. The following is a statement made on the occasion of that 1968 finding:

"This finding rather startled us since we had operated on the assumption that children in need of remedial reading instruction most likely needed a variety of other services and so we had encouraged their inclusion in Title I reading programs. Could it be that the less effective programs had indiscriminately provided these auxiliary services to as many children as possible and by doing so, diluted the possible advantage to be gained by those few who could really have profited from these auxiliary services? Might it not have been better to spend the time and money the LEA had, on reading instruction primarily, if their aim was to improve reading skill? Providing guidance services or speech services to all the children in a reading program seems not to have improved their reading achievement.

Perhaps, what sets the effective program apart from the ineffective program is the judicious use of auxiliary services. Providing guidance or counseling services for a few children is the hallmark of the effective programs. Providing many services to many children is the hallmark of the ineffective programs."

4 C. What evidence, if any, have you found in your State that the effectiveness of Title I projects is related to cost?

Several analyses have been completed in an effort to determine the relationship, if any, between project effectiveness and cost. Rank order correlations have been computed between program effectiveness (as described in Question 4 B) and total project cost, and between effectiveness and per pupil cost. The results are as follows:

Effectiveness vs. total project cost: rho = +.18

Effectiveness vs. per pupil costs: rho = +.20

These results make it clear that projects which expend the largest sums in total are not necessarily the most effective projects, and likewise, that high per pupil costs do not insure successful projects. Both the correlations are positive indicating that the relationship between the two variables is such that higher cost is related to greater effectiveness, but the value so low as to indicate that the relationship is not significant.

Another analysis considered only those five most effective projects and the five least effective projects. It was possible to extract from their fiscal reports that amount which was expended for reading instruction. That information is presented in Table 4-11.

. TABLE 4-11

COMPARISON OF COSTS FOR MOST AND LEAST EFFECTIVE PROGRAMS

LEA	Amount Expended for Reading Instruction	Number of pupils	Per Pupil cost
1	$ 9,824.21	33	297.70
2	118,953.76	544	218.66
3	62,210.05	183	341.59
4	51,973.68	206	252.30
5	2,318.03	87	26.64
Most Effective Cost			$232.93
13	$ 27,690.60	125	221.52
14	501,094.80	626	795.39
15	82,859.07	328	252.62
16	21,831.36	121	180.42
17	6,233.75	48	129.87
Least Effective Cost			$512.58

Table 4-11 presents a rather unusual picture of per pupils costs. If one considers the per pupil cost for the least effective projects you see that that figure is $512.59 or more than twice the amount spent per pupil in the more effective projects, $232.93. A closer inspection of that data reveals that one LEA operating a less effective program had a per pupil expenditure for reading instruction of $795.39. This LEA with its large number of participants has strongly affected the computation of the mean per pupil cost. A more reasonable measure might be the median. The median per pupil cost of the most effective projects is $252.30. The median per pupil cost of the least effective projects is $221.52. Using the median measure one would conclude that the effective projects spent somewhat more than the ineffective projects on

each pupil. The difference between the two is not large however.

The variety of analysis of this fiscal data has not pointed out any significant relationships between the amount spent and the success of the project in terms of student achievement.

Question 5. What effect, if any, has the Title I program had on the administrative structure and educational practices of your State Education Agency, Local Education Agencies, and non-public schools?

Answer 5.

State Education Agency

At the State level we continue to enlarge our Title I administrative staff. During Fiscal year 1970 we had on the staff of the Title I office, a Coordinator for Compensatory Education, one full-time Consultant, two part-time Consultants on Evaluation, and a part-time Consultant on Non-Public Schools. The quality and amount of service that this office can provide to the LEAs is directly related to the size of the staff. During Fiscal Year 1971 we were able to bring the Title I staff up to full capacity by adding two full-time consultants, positions which were available but unfilled during 1969-70.

Local Education Agencies

It is our experience that the quality of the Title I programs is directly related to the administrative capabilities of the LEA. We at the SEA encourage LEAs to appoint special personnel to handle and be responsible for Title I programs. To date, over 75% of the forty school districts in Rhode Island have, on their staff, administrative personnel of the status of Title I Coordinators, either full-time or part-time, and every project has a director who is responsible for program operation.

Non-Public Schools

A recently reorganized Catholic Diocesan School Board has established eleven regional school boards with responsibility for schools in each region. These regional school boards have appointed

one or more of their members to act as liaison with the Title I programs in their regions. These coordinators have membership on the advisory councils of Title I in the various towns and cities of the state. They have met with the SEA Title I Coordinator and the SEA Consultant for Non-Public Schools. They bring back to their regional boards information, advice, and directives concerning Title I. It is their goal to insure that non-public schools in Rhode Island participate in Title I programs according to legislation.

The relationship between the public and non-public schools in Rhode Island has tradionally been supportive and continues to be so. The operation of a Title I project in both public and non-public schools provides a unique opportunity for joining together in an educational endeavor.

Question 6. Additional Efforts to Help the Disadvantaged

A. If State funds have been used to augment Title I programs, describe the number of projects, objectives of the programs, rationale for increased funding with State money, and the amount and proportion of total program funds provided by the State for the 1969-70 school year. Indicate the number of projects, number of participants, objectives of the programs, and the level of funding for the 1969-70 school year. Provide data separately for all compensatory education programs, if any, supported entirely by State funds which were operated specifically for the educationally deprived.

B. Provide descriptions of outstanding examples of the coordination of Title I activities with those of other federally funded programs. Identify the other programs and agencies involved.

Answer 6

A. During the 1968 legislative session of the State of Rhode Island there was enacted a State Compensatory Education Act: Chapter 160, Section IV, Public Laws of 1967 as amended by Chapter 170, Public Laws of 1968. This was funded to the extent of $2,000,000. in Fiscal Year 69-70.

The guidelines to the administration of this bill indicate its purpose:

> "The purpose of the appropriation is to provide financial assistance to school programs for the disadvantaged child currently in operation and such programs initiated by the school district in the future and as approved by the department."

This State compensatory education bill is very closely related to Title I administratively. The State monies are administered by the Title I office whose name has now been changed to the Office of Compensatory Education to reflect the fact that all compensatory programs, regardless of the source of funding, are administered from that office. Priorities for schools entitled to the State monies is based on their Title I eligibilities. The method by which priorities are established and the relationship between the State and Title I programs is described below:

Each school ranked will fall into one of the following priorities:

A. Title I eligible schools operating Title I programs	1) State funds may be used to supplement Title I projects (optional) to provide additional services (new or existing) for disadvantaged children.
	2) State funds may be used to continue existing Title I projects if Title I funds have been transferred to another Title I project.

B. Title I eligible school not operating Title I program	1) If priorities A1 or A2 are not elected, state funds may be used to implement projects in priority B schools according to the order in which they are ranked. 2) State funds may be used to initiate new projects or to continue or supplement existing projects which are <u>locally funded</u>. 3) If new programs are implemented, any services provided therein must also be made available to children in existing Title I projects who have similar needs.
C. Non-eligible schools under Title I	1) State funds may be used in these schools only after the needs in B have been met and only in schools where there is a sufficient number of disadvantaged children to make a program feasible. 2) Program must be for disadvantaged with others only on a space available basis. 3) Services provided must also be provided to children in Title I eligible schools who have need for such services.

A. 1. Title I Programs Augumented by State Funds

During the academic year 1969-70, twenty projects in compensatory education operated in the State of Rhode Island which were jointly funded by ESEA, Title I and the State Compensatory Act, Chap. 160, Sec. IV. The fiscal extent of that joint funding was as follows:

ESEA, Title I:	$1,111,554.46	(65%)
State Comp. Act:	597,659.85	(35%)

Those twenty projects jointly funded by both Acts served a minimum of 4711 and a maximum of 7518 children. The nature of the data collection prevents us from being more specific. We know that in combined programs, 3884 children were supported by Title I funds and 3,634 children were supported by State funds, but we can only partially determine the overlap between those two figures. That is, there is some duplication in those two figures. Some individual children received services paid for by one or the other or both sources of funding.

Of the total sum spent on these jointly funded programs, Title I contributed 65% of the funds, the State Compensatory Act, 35% of the funds.

The total amount of money expended by joint or combination programs is larger than that spent by "Title I only" or "State only" programs. See Table 6-2 for that comparison. Even considering the uncertainty of how many students participated in combination programs, it is certain that the per pupil cost in the combination program was greater than in a singly funded program. The per pupil

costs in jointly funded programs is probably in the vicinity of $300. per pupil.

Fourteen of the twenty jointly funded programs were in the area of reading or a reading-related field. An analysis of the objectives of those fourteen projects indicate that the objective most often mentioned was to "increase reading skills in general." This was mentioned as the major objective of 55% of those reading projects. Other objectives mentioned and the proportion of projects stating it as their major objective is indicated in Table 6-1.

TABLE 6-1

OBJECTIVES OF JOINTLY FUNDED READING PROJECTS

Objective	Indicated to be Major Objective
To increase reading skills in general	55%
To increase school readiness	22%
To increase reading comprehension skills	17%
To improve language arts and/or communication skills	5%

A. 2. Programs Supported Entirely by State Funds

Twenty-eight projects in Rhode Island were funded in their entirety by State funds. Those projects expended $1,270,391.85 of State funds. This represents 68% of the entire State Compensatory Act expenditure. The remaining 32% of the funds was spent on programs jointly funded by Title I and State Compensatory.

These twenty-eight projects served 5,640 children. The per-pupil costs for these children was $225.25.

The objectives of these twenty-eight programs appear to be more diverse than the objectives of those funded jointly with Title I. Only 10 of the 28 projects (or 36%) have reading or reading related components. The remaining programs have a variety of non-reading activities which might best be described just by the accompanying list of topics:

Math tutoring
Saturday morning pre-school
Elementary guidance program
Physically handicapped children program
Common learning center
English as a second language
Program for perceptual evaluation and therapy
Learning disabilities
Library services
Americanization
Speech therapy
The perceptually handicapped child
Mobile population adjustment program
Psychological services
Pupil adjustment and work study skills
Preventive pre-school program
Work study skills
Health aides

A. 3. Comparison of "State only" and "Title I only" and "joint State Title I" Programs

A variety of comparisons can be made between programs operated with State funds only, Title I funds only and jointly with both sources of funding. These comparisons between enrollments, fiscal information and program characteristics is made in Table 6-2.

TABLE 6-2

PROJECT COMPARISON BY SOURCE OF FUNDING

	State only	Title I only	Combined State & Title I
1. Number of projects	28	14	20
2. Number of pupils	5640	6967	4711-7518
3. Amount expended	$1,270,391.85	$1,340,905.11	$1,709,214.31 (State: $597,659.85 Title I: $1,111,554.46)
4. Per pupil costs	$225.25	$192.46	$277.35-362.81
Program Characteristics			
5. Length of Program			
9 months	63%	63%	70%
8 months	4%	21%	7%
3 months	11%	7%	5%
other	22%	9%	18%
6. Time of operation (may operate at more than one time)			
During regular school day	96%	93%	100%
After school	30%	29%	15%
Before school	4%	7%	5%
Saturday	11%	15%	5%
Total			
7. Personnel (full-time equivalents)		Funded by Title I	Funded by State
Directors	4.1%	9.0	3.6
Teachers	40.0%	87.5	36.5
Teacher aides	122.8%	39.0	43.0
Counselors	3.0%	6.2	1.5
Medical	.7%	1.2	.0
Dental	.0%	.1	.0
Psychological	1.2%	1.6	1.4
Social Workers	2.2%	6.6	3.7
Clerical	8.0%	14.4	9.7
Custodian	.3%	2.0	1.3
Consultants	.0%	.4	.2

(table 6-2 - cont.)	State only	Title I only	Combined State & Title I
8. Teacher aides			
yes	50%	79%	75%
no	50%	21%	25%
9. Training provided for teacher aides			
yes	50%	22%	50%
no	50%	78%	50%
10. Training programs for any personnel			
yes	21%	43%	50%
no	79%	57%	50%

B. Coordination of Title I Activities with Federally Funded Programs:

Four projects funded under Title I also share funding responsibility with ESEA, Title VI-A for the employment of special education teachers. This type of coordination has made possible activities to many more handicapped children throughout the State who are in need of special services than could have been provided previously.

Title I continues to have an amiable relationship with ESEA, Title II which provides funds for library materials. Libraries in Title I schools continue to supplement their offerings with Title II funds.

Title I also has two programs of cooperative-funding with Title III of ESEA. Both are projects designed for children with learning disabilities.

We continue to have less formal and sometimes less scheduled relationships with the following federally funded programs:

Neighborhood Youth Corps
Public Law 874, Impacted Act
Head Start
Adult Basic Education
Model Cities Program
Higher Education
Child Care
Follow-Through
Community Action Programs
Child Nutrition Act of 1966
Title V, NDEA
Title III, NDEA
Bilingual Education Act of 1967
Civil Rights Act of 1964
Educational Professional Act of 1967

Question 7. Evaluate the success of Title I in bringing compensatory education to children enrolled in non-public schools Include in your evaluation such factors as the number of projects, the quality of projects, the time of the day and/or year when projects are offered, the adaptations to meet the specific educational needs of educationally deprived children in non-public schools, changes in legal interpretations, and joint planning with non-public school officials.

Answer 7.

1. Enrollment

Compared to other States, Rhode Island has a relatively high proportion of non-public school children. This reflects a large Catholic population in the State as a whole. Of the 238,616 school children in the State during the academic year 1969-70, 18% were enrolled in non-public schools. While this may be a relatively high proportion of non-public school children as compared to other States this represents a dramatic decline for the State of Rhode Island. Rhode Island, as all other States, is experiencing a steady decline in the number of children served by the non-public schools.

Since 1965, twenty-two Catholic schools have closed their doors. Others have reduced the number of grade levels they serve. With such a previously large proportion of children in non-public schools, the impact of these school closings on the public schools is severe.

A review of Table 7-1 will show, among other things, the nature of this decline in non-public school enrollments. Prior to 1965, the non-public schools had educated approximately 25% of all the school children in Rhode Island. That percentage had remained relatively constant for many years. The last five years has seen a steady decline in that percentage, first to 23%

in 1966-67, 22% in 1967-68, 20% in 68-69 and to 18% in the year 1969-70. There are indications in Rhode Island that this downward trend will continue for some time to come.

While non-public school children made up 18% of the school population in 1969-70, they made up 11% of the Title I children served during fiscal year 1970. A review of Table 7-1 will show the number and proportion of public and non-public school children in Title I programs, and the proportion of non-public school children in the State for the five years from 1965 to 1970.

TABLE 7-1

TITLE I

ENROLLMENT IN PUBLIC AND NON-PUBLIC SCHOOLS-1965-70

YEAR	CHILDREN ENROLLED				PROPORTION OF NON-PUBLIC SCHOOL CHILDREN IN STATE
	PUBLIC SCHOOL		NON-PUBLIC SCHOOL		
	NO.	%	NO.	%	
1965-66	12,729	82%	2,842	18%	25%
1966-67	14,118	80%	3,589	20%	23%
1967-68	17,425	85%	3,168	15%	22%
1968-69	14,611	87%	2,093	13%	20%
1969-70	15,133	89%	1,710	11%	18%

2. Proportion of Non-public School Children in Title I

It is not surprising to find fewer non-public school children in Title I programs than occur proportionally in the entire State school population. The population of students attending non-public schools could be expected, on the whole, to be less in need of the services rendered by Title I programs.

If one compares the number of pupils in Title I programs with the number of pupils in the State, he will find that 7.7% of all public school children receive the services of a Title I programs. And 4.0% of all non-public school children participate in these programs. If one assumes that the basis of selection is fairly equivalent for public and non-public school children, then one would conclude that a smaller proportion of non-public school children require the services of a Title I compensatory education program.

Table 7-2 summarizes the data on the proportion of public and non-public school children served by Title I program in 1970.

TABLE 7-2

PROPORTION OF PUBLIC AND NON-PUBLIC SCHOOL CHILDREN SERVED BY TITLE I in 1970

	Public	Non-public
Total enrolled in State's schools	196,131	42,485
Total enrolled in Title I	15,133	1,710
Percentage enrolled in Title I	7.7%	4.0%

3. Project Operation Time

It is of some interest to consider the time of the day and year during which non-public school children are served by Title I. It is possible to determine whether they are served in greater proportion during the school year or the summer. We know that in 1968 a larger proportion of non-public school children made up the enrollment of Title I summer projects than Title I school year projects. In 1969 there was no difference in their relative numbers in the summer and academic year. This year, 1970 saw somewhat more (11%) non-public school children in summer programs than in academic year programs (10%). This probably reflects the ease of including non-public school children in programs operating at a time not in conflict with their non-public school attendance. Table 7-3 presents that data in tabular form.

TABLE 7-3

PROPORTION OF NON-PUBLIC SCHOOL CHILDREN IN TITLE I

PROGRAMS DURING THE SUMMER AND SCHOOL YEAR

Year	Academic Year	Summer
1968	14%	18%
1969	13%	13%
1970	10%	11%

A further analysis of some interest in this area is a compilation of the meeting times of projects serving non-public school children. This data as well as the number of projects and children served at various times is presented in Table 7-4. A review of that table indicates that fourteen programs enrolling non-public school children were operated during the regular school day. And 461 non-public school children were served in those communities during school hours. No programs were operated solely after school, before school, or on Sturdays, however, four other programs operated at some combination of times, e.g., during both the regular school day and after school, and on Saturdays. In total, there were 18 different LEA programs enrolling non-public school children.

The 18 academic year programs combined with an additional 16 summer programs which enrolled non-public school students for a total of thirty-four Title I programs in which 1,710 non-public school children were enrolled.

TABLE 7-4

TIME OF PARTICIPATION OF NON-PUBLIC SCHOOL CHILDREN

MEETING TIME	NUMBER OF PROJECTS	NUMBER OF CHILDREN
Regular School Day	14	461
After School	0	0
Before School	0	0
Saturday	0	0
Combinations:		
Regular and After	1	98
After and Saturday	1	25
Regular, After Before Saturday	2	465
Summer	16	661

4. LEAs With and Without Non-public Schools

There are, of course, some communities in Rhode Island without any non-public schools. Several of the smaller towns in the State have public schools only, and no non-public schools. These communities could not be expected, therefore, to provide for a non-existent population in their Title I programs. It is, however, interesting to determine the number of LEAs with a non-public school population who are or are not providing services for the non-public school children in their Title I programs. Table 7-5 provides this information. Of the thirty-five LEAs who conducted academic year programs, twenty-five had non-public schools within their boundaries. Of those twenty-five LEAs, eighteen (72%) included non-public school children in their Title I programs. A similar showing is evidenced in summer programs. Twenty-seven communities operated summer Title I programs. Twenty-one of those LEAs had non-public school children as residents. And sixteen (60%) programs of the LEAs included non-public school children in their summer Title I programs.

TABLE 7-5

LEAs WITH NON-PUBLIC SCHOOL POPULATIONS AND PARTICIPATION IN TITLE I

	NO. OF LEAs WITH TITLE I PROGRAM	NO. OF LEAs WITH NON-PUBLIC SCHOOLS	NO. OF LEAs ENROLLING NON-PUBLIC SCHOOL CHILDREN IN TITLE I PROGRAMS
Academic Year	35	25	18
Summer	27	21	16

5. Diocesan Administration

Over the past year the administrative structure of both the Title I office and the Catholic School administrative system has been altered in such a way as to insure greater cooperation and planning between the two units. The Title I office has added a half-time consultant whose sole responsibility is to serve as an advisor to both the state compensatory education office and to local educators on the non-public aspects of Title I of the Elementary and Secondary Education Act. This consultant is a religious who has served in a variety of educational roles in the state of Rhode Island. She is well qualified and well known in the State and is certain to be an asset to both the Title I office and the non-public schools. Additionally, the Diocesan Department of Education has on their staff a Federal Programs Coordinator. Also, key non-public school personnel are invited to and do attend all State-wide meetings dealing with compensatory education. As a result of this structure, we have seen more and more coordination and planning work between the public and non-public school personnel. Title I programs are planned jointly by public and non-public personnel. The special needs of the non-public school children are made obvious to the public school planners. Special arrangements may be made to accomodate the ncn-public school children. For example, services rendered to the non-public school children may take place either in the public schools or in the non-public school depending on the arrangements

which are most convenient to both parties. The local agencies may appoint both lay teachers and religious to conduct the programs at either the public or non-public schools. Materials and supplies are loaned to the non-public schools for the duration of a Title I program operated in the non-public schools.

A peculiar problem associated with servicing the non-public schools occurs due to overlapping attendance areas. Although a non-public school may lie within a given target area, the children attending that school may reside in a non-target area due to the fact that public school attendance areas and non-public school attendance areas are not coincident one with the other. Such a problem causes problems in pupil selection and often discourages non-public school participation.

Question 8. How many LEAs conducted coordinated teacher-teacher-aide training programs for education aides and the professional staff members they assist. What was the total number of participants in each project. Describe the general patterns of activities and provide specific examples of outstanding joint training programs.

Answer 8.

A. Academic Year Programs

Joint training programs for teacher-aides and the teachers have been strongly recommended to the LEAs by the State Title I office. The number of communities providing this kind of training has increased over the last three years. During fiscal year 1968, only six communities conducted such joint programs; the number rose to 13 communities in 1969, and in this year 17 LEAs operated training programs which provided joint training of teachers with teacher-aides. In fact, these 17 LEAs operated 21 different training programs. This number represents 64% of all training programs operated under the auspices of Title I this year. In other words, about two-thirds of all training programs provided training for the teacher-aides as well as for the teachers.

These twenty-one joint training programs provided training for 620 teachers and 242 aides.

Of those academic year joint training programs only two (or 9%) were pre-service programs, 10 (or 48%) were in-service programs, and the remainder, 9 (or 43%), were both pre-service and in-service programs.

In more than half of the cases, the project director conducted the joint training program. Table 8-1 indicates what portion of the training programs were conducted by all kinds of personnel.

TABLE 8-1

PERSONNEL CONDUCTING JOINT TRAINING PROGRAMS

Conducted by	Number	Percentage
Project director	11	53%
Professional staff of LEA	4	19%
College or university	3	14%
Consultant from business, industry, etc.	2	9%
Private professional consultant	1	5%

The activities which were components of the Title I program for which this joint training was provided were varied. A list of such activities can be found in Table 8-2.

TABLE 8-2

ACTIVITIES OF JOINT TEACHER-TEACHER-AIDE TRAINING PROGRAMS

Activities	No. of LEAs
Reading Readiness	4
Remedial or Corrective Reading	9
Language arts & comm. skills	5
English as a second language	1
Special education	2
Kindergarten	3
Mathematics	4
Transitional	2
Library	2
Media Center	1
Team Instruction	3
Integration	1
Industrial arts	1
School clinic	1

B. Summer Programs

Of the twenty-eight training programs operated by Title I projects during the summer, twenty-two, or 72%, provided joint training for teachers and teacher-aides. One hundred sixty-two teachers and 109 teacher aides participated in these programs.

C. All Joint Training Programs

Considering both academic year programs and summer programs 782 teachers and 351 teacher aides received pre-, in- or both pre- and in-service training together. This represents a significant increase over last year and the SEA hopes to continue this trend and will encourage program planners to provide joint training of these two important elements of an educational program in order to better insure the maximum effectiveness of each in the Title I project.

Question 9. Describe the nature and extent of community and parent involvement in Title I programs in your State. Include outstanding examples of parent and community involvement in Title I projects.

Answer 9.

During the past two years the number of communities having parent advisory groups had increased considerably. Some communities voluntarily established such committees on the assumption that the success of a Title I Program and the individual children within that program might be directly related to the involvement of the parents. The State has now mandated that all LEAs establish such advisory committees. At the end of Fiscal year 1970, 72% of all Rhode Island LEAs had established such committees.

The LEAs were asked to describe in detail the formal organization that exists for community and parental involvement in Title I. An analysis of that data follows:

1. Twenty-eight LEAs had Citizen's Advisory Committees concerned with Title I and/or other compensatory programs; this represents 72% of all Rhode Island communities.
2. Of the twenty-eight LEAs having advisory committees, most, 24 or 86%, had just one such committee. However, two communities (7%) reported having two committees, one community had three advisory committees, and one other LEA had seven such committees.
3. Three-quarters of these communities report that they have received assistance or advice or both from the State Department of Education in establishing their Title I, ESEA Citizen's Advisory Committee(s). Seven percent report receiving assistance, 43% received advice, and 28% received both. Another 22% received neither assistance nor advice from the State Department in this regard.

4. The concerns and interests of the twenty-eight Citizen's Advisory Committees were reported as follows:

11	(41%)	involved in district-wide issues
8	(28%)	involved in subdivision of a district and its issues
13	(48%)	involved in individual school issues with the district
28	(100%)	involved in specific district Title I, ESEA projects
1	(3%)	LEA reported another area of concern

5. The duties of the Citizen's Advisory Committees were reported as follows:

22	(79%)	supplied information on parents' views of unmet educational needs
9	(33%)	supplied information on students' views of unmet educational needs
20	(70%)	made recommendations on expenditures of Title I funds
16	(58%)	participated in development of Title I applications
18	(67%)	reviewed Title I applications
22	(79%)	made recommendations on improvement of Title I programs
11	(41%)	participated in Title I program evaluations
3	(12%)	recommended teacher personnel policy changes
2	(9%)	reported other duties

6. The composition of the Citizens' Advisory Committees is described below. The total number of persons in all advisory committees in each category is indicated as well as the number of LEAs having persons of that category on their advisory committees.

	# of persons	# of LEAs
Public school administrators	57	25
Public school teachers	63	23
Private school personnel	12	10
Local health agency personnel	5	4
Local welfare agency personnel	3	2
Parents of Title I children	214	26
Parent representatives of Community Action Programs	15	11
Parent Members of Headstart Advisory Committee	15	9
Representatives from other neighborhood groups	35	8
Students from local secondary schools	0	0
Others	71	13

7. Meetings of the Citizens' Advisory Committee were held

   three or more times a month by one (4%) LEA

   twice a month by two (7%) LEAs

   once a month by seven (25%) LEAs

   less than once a month by eighteen (44%) LEAs

8. Five LEAs (18%) provided training for the Title I, ESEA Citizen's Advisory Committee. The remaining 23 or 82% did not provide any such training.

9. Of those five communities which did provide training for their Citizen's Advisory Committee members, the nature of the training was as follows:

2 provided training in academic curricula

2 provided training in school finance

3 provided training in school personnel policies

5 provided training in Title I program procedures

0 provided sensitivity training

0 provided training in instruction media and equipment

10. None of the twenty-eight communities reported reimbursing members of their Citizen's Advisory Committee for expenses incurred in the performance of their duties.

11. The school districts provided clerical or technical aid to the Citizen's Advisory Committees in the following forms:

16 (57%) received no aid

3 (7%) received clerical staff aid

1 (3%) received technical staff aid

8 (25%) received both technical and clerical staff aid

12. The method of selecting Citizen's Advisory Committee members is described in Table 9-1.

TABLE 9-1

NUMBER OF LEAs USING VARIOUS METHODS OF SELECTING PERSONS SERVING ON CITIZENS' ADVISORY COMMITTEES

	METHODS OF SELECTION						
	1	2	3	4	5	6	7
Types of Persons:	Appointment by School District	Appointment by Community Action Organization	Appointment by School Principal	Town Meeting Election	Self-selection	Other	No Participation
Public School Administrators	15	0	1	0	6	3	3
Public School Teachers	8	0	4	0	9	2	5
Parents of Title I Children	4	4	5	0	11	2	2
Other lay community members	1	3	4	0	9	2	9
Officials of other community action organizations	1	5	0	0	7	1	14
Students from local secondary schools	0	0	0	0	1	1	26

The past year has seen a continued increase in the role of parents in a variety of roles in Title I. Many parents are now working in Title I programs as teacher aides, clerical aides, or library aides. If not involved to that extent, parents are encouraged to visit Title I classes to have conferences with teachers, and to be generally informed about the program.

In-service training has been provided for the majority of the parent aides, but additionally, 151 parents who are not employed in the program specifically, have participated in Title I programs.

In order to encourage participation of parents, some LEAs are considering the possibility of providing transportation or expenses for transportation to the parents of Title I children so that they might be able to come to the schools.

An outstanding program in parent involvement has been operated this past year in the City of Newport. The parents were initially involved in the assessment of needs of the children to be served. They identified and ordered the needs they considered to be important. During the summer of 1970 a State welfare organization put considerable pressure on the Newport School Federal Coordinator, the Superintendent, and School Committee, to operate a clothing program under Title I auspices. The parent advisory group had not originally identified clothing as a need of significant priority and so refused to recommend allocating some of their Title I funds for that purpose.

The head Consultant and Diagnostician for Newport's Corrective Reading Program, Dr. Janice Cowsill, has recently written an article entitled, "What's Stalling Citizen Involvement?" In view of Newport's successful advisory committee operation it seems appropriate to reprint that article.

> "One response by the government to growing unrest among citizens of 'the other America' has been establishment of guidelines for involving those citizens in planning the spending of federal funds for improving their own health, housing and education.
>
> How seriously such guidelines can be taken isn't easily discerned. Reviewing the record of government spokesmen, one finds that community recommendations made in good faith have often been disregarded. Regardless of some officials' intentions, however, the guidelines are now facts of life. Any meaningful evaluation of the guidelines now depends on a sincere effort to use them.
>
> Not surprisingly, 'participation of the poor' in planning those programs serving them has had its share of conflicting interpretations. But only the most uncreative of educators or those who somehow feel themselves or their positions threatened deny that the population they serve may well have valuable resources within itself--resources that could contribute to more successful programs. And few, if any, of the community organizations have doubted there was untapped power for reversing the alienation and ineffectiveness of much that passes for education. What then is holding up broad-scale, effective, community participation?
>
> Defending the Citadel?
> After watching some attempts at community participation, I wonder if once again the poor have become the pawns of vested interest groups. Are educators more interested in defending the educational citadel than helping members of the community get involved in building programs? For most educators and citizens, of course, this is a new experience, and cooperation is vital throughout the process. Too often, however, community members have sensed a climate of rejection, or--at best--only nominal acceptance. Estrangement leads all too often to hostility, which in turn may be expressed in ways not calculated to endear community members to educators and their middle-class sensibilities.

Less obvious--to the poor, at least--is the 'pseudo-participation' encouraged by some community organizers who decide for themselves what the community's real needs are and then manipulate the citizens into mouthing demands and slogans. If the confrontation that may result is a 'success, the organizer's reputation is enhanced (or debased, depending on your point of view). But after the dust settles, the forgotton students just keep plodding on or dropping out, both the educators and community groups having spent their energies in the fray.

A Climate of Participation

By contrast, can you imagine the potential of a situation where educators invite, encourage, provide for, and accept genuine participation of community representatives in guiding the development of educational policies? And can you imagine the complementary efforts of community leaders using their skill to rally local support for such involvement, and for the implementation of new policies?

Contributing to the evolution of an educational system required discipline and hard work; blitzkrieg attacks on the establishment, on the other hand, have at best limited effects. Where genuine contributions are being made, I believe commensurate payment is in order for the community representative as well as for the professional educator. For example, what is there to prevent creation in a school system of a permanent position for a representative from the local community? In any event, it should be possible for people of intelligence and good will to provide a type of 'participation by the poor' (or any interested segment of the population) that would result in a climate of educational and personal growth.

Some have called the Sixties a decade of confrontation--confrontation exposing many inadequacies in our political and educational system. It is to be devoutly hoped that the Seventies will initiate an era of reconcilation. Openness and cooperation between professional educators and members of the community could serve as a heartening example of such a vision."

APPENDIX A

Copies of:

Form A - Program Information

Form A - Project Information

Form B - Pre-test Information

Form C - Post-test information

COMPENSATORY EDUCATION

EVALUATION SURVEY FORM 70-A

PROGRAM INFORMATION

Part I: The following has been completed by the SEA Title I staff. Please verify for accuracy.

1. LEA Code No. [ ][ ] (1 2)

2. Name of LEA [ ][ ][ ][ ][ ][ ][ ][ ] (3 10)

3. Funds Approved

Title I ESEA
$ [ ][ ][ ][ ][ ][ ][ ] . [ ][ ] (11 17 . 18 19)

State Compensatory
$ [ ][ ][ ][ ][ ][ ][ ] . [ ][ ] (20 26 . 27 28)

4. What was your school district's average per-pupil expenditure from non-federal funds for FY ending June 30, 1969?

$ [ ][ ][ ] . [ ][ ] (29 . 33)

5. What is this LEA's Districtwide percentage of children from low income families?

[ ][ ] . [ ] % (34 . 36)

6. What was the number of school-age children in this district enrolled in public and non-public school as of October, 1969?

Public [ ][ ][ ][ ][ ][ ] (37 42)

Non-Public [ ][ ][ ][ ][ ][ ] (43 48)

Part II: The following program information is to be completed by the LEA representative.

1. Please indicate the number of children, by ethnic group, who participated in this Title I project.

white, native born		49-52
white, foreign born		53-56
black, native born		57-60
black, foreign born		61-64
Oriental		65-68
other		69-72
Total		

0 1 (79 80)

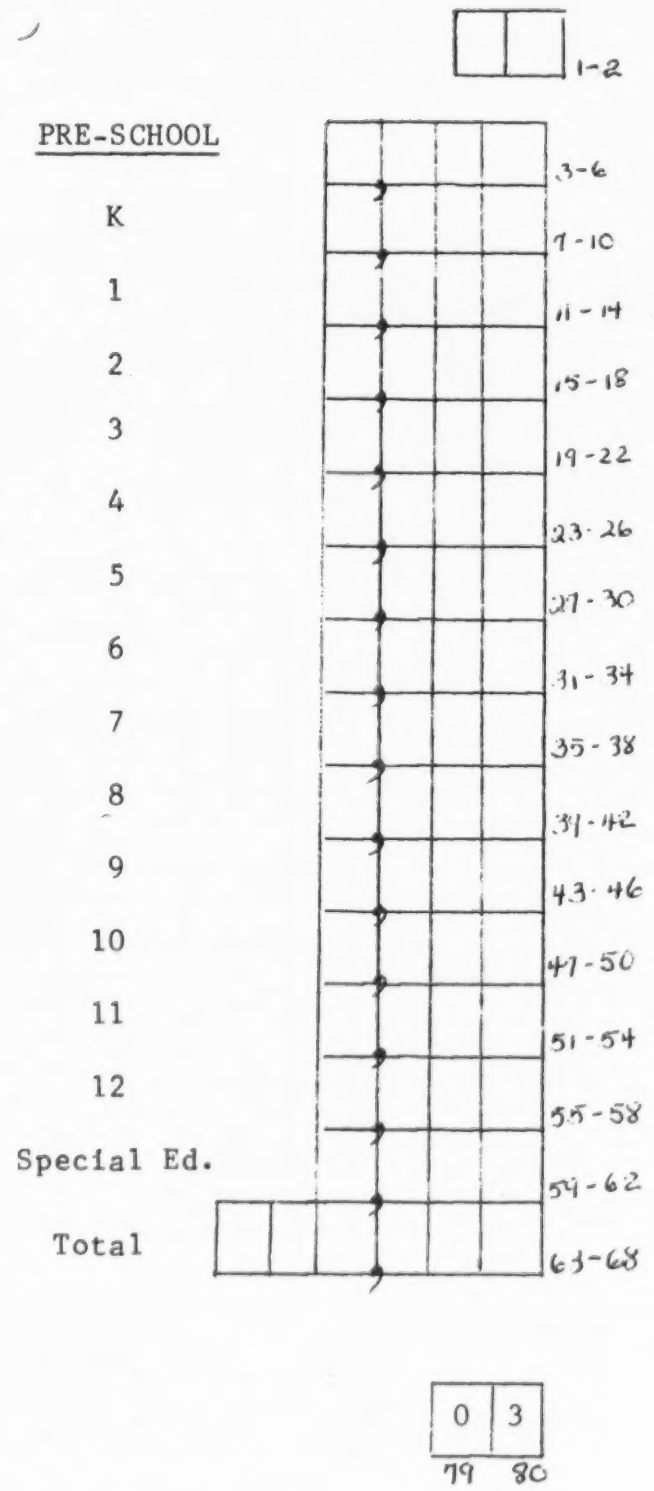
2. Give an unduplicated count by grade level of public and non-public school children actually participating in Title I programs during this academic year. (Note separate charts for public school on this page, non-public school on page 3.)

1 2

PUBLIC	PRE-SCHOOL	3-6
	K	7-10
	1	11-14
	2	15-18
	3	19-22
	4	23-26
	5	27-30
	6	31-34
	7	35-38
	8	39-42
	9	43-46
	10	47-50
	11	51-54
	12	55-58
	Special Ed.	59-62
	Total	63-68

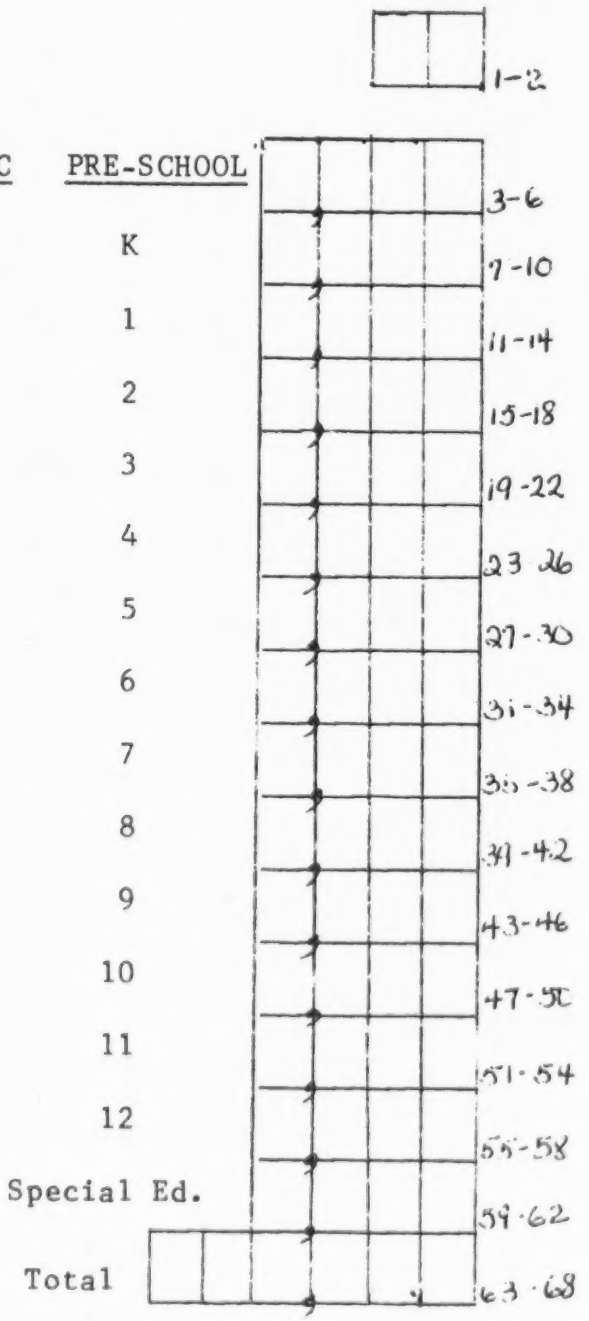
0 2 (79 80)

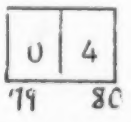
Part II 2. (Continued)



NOTE: The total public and non-public school enrollment should correspond to the total ethnic group enrollments in question number 1.

3. Give an unduplicated count by grade level of public and non-public school children actually participating in Section 4, of the State Compensatory Program, during this academic year.





Part II 3. (Continued)

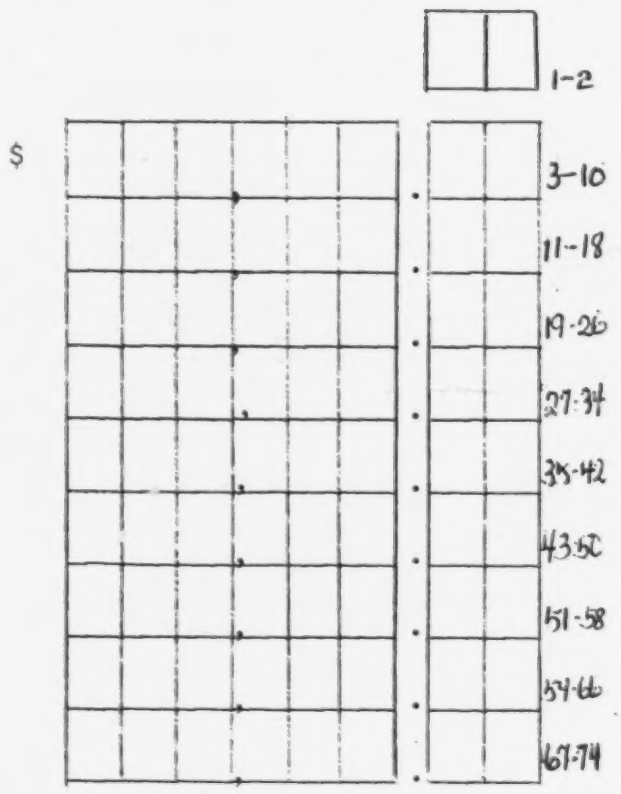
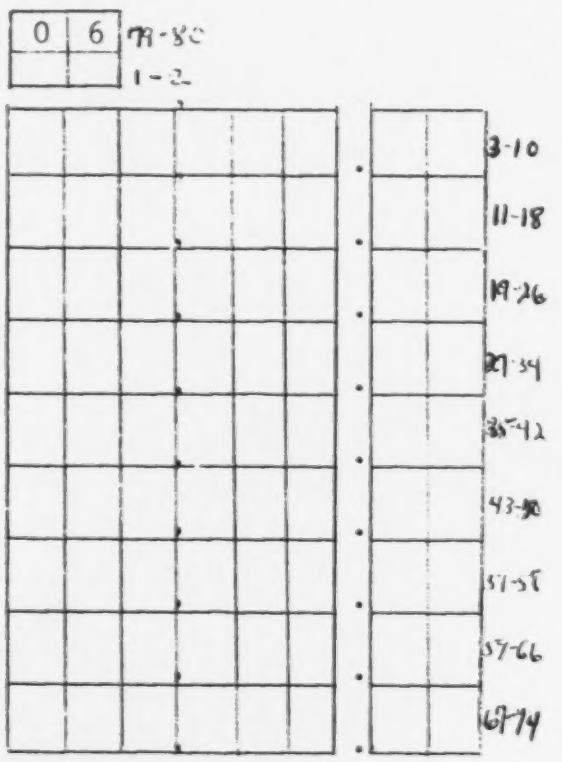
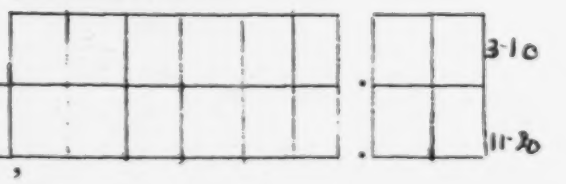
								1-2
NON-PUBLIC			PRE-SCHOOL					3-6
			K					7-10
			1					11-14
			2					15-18
			3					19-22
			4					23-26
			5					27-30
			6					31-34
			7					35-38
			8					39-42
			9					43-46
			10					47-50
			11					51-54
			12					55-58
			Special Ed.					59-62
			Total					63-68

0	5
79	80

4. Please prepare an "Actual Expenditure Breakdown" of instructional and service activities within your compensatory program.

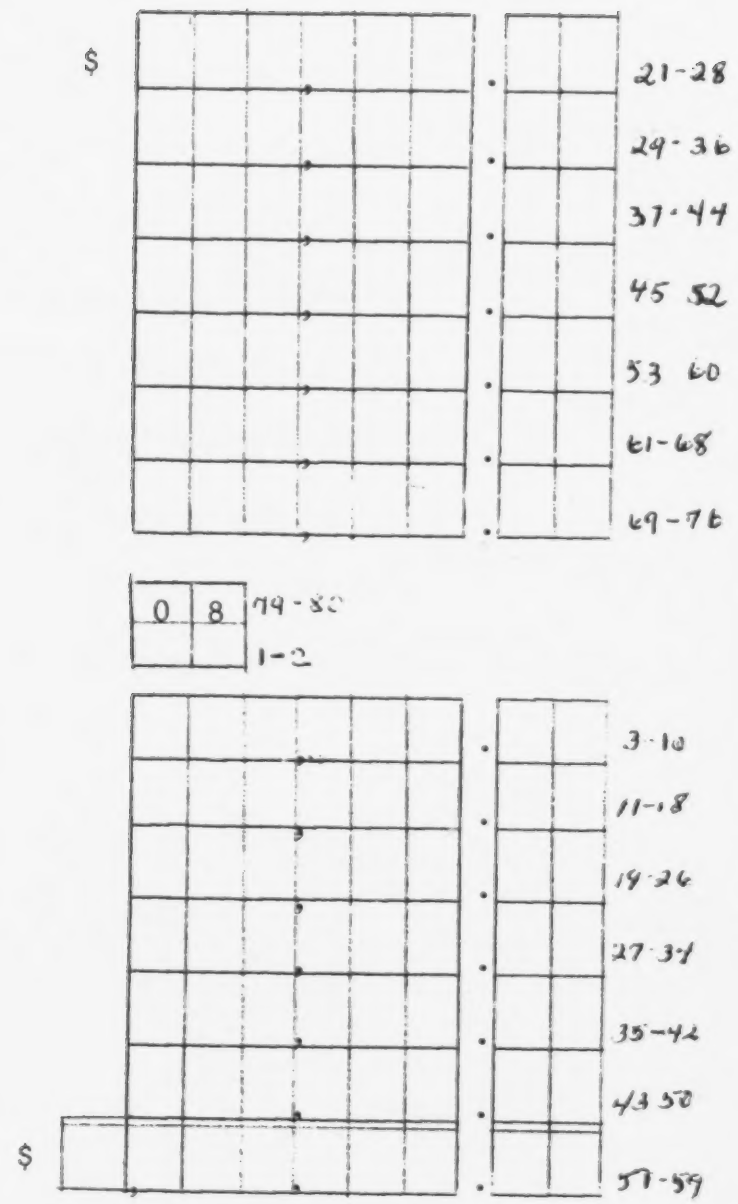
TITLE I, ESEA

A. INSTRUCTIONAL ACTIVITIES

1.	Art	
2.	Business Education	
3.	Cultural Enrichment	
4.	English-Reading	
5.	English-2nd Language	
6.	English-Speech	
7.	English-Other	
8.	Foreign Language	
9.	Health/Phys. Ed./Recreation	
10.	Home Economics	
11.	Industrial Arts	
12.	Mathematics	
13.	Music	
14.	Natural Science	
15.	Social Science	
16.	Vocational Education	
17.	Sp. Activities for Handicapped	
18.	Pre-Kindergarten and Kindergarten	
19.	Other Instructional Activities	
20.	TOTAL COST OF INSTRUCTIONAL ACTIVITIES (sum of lines 1-19)	

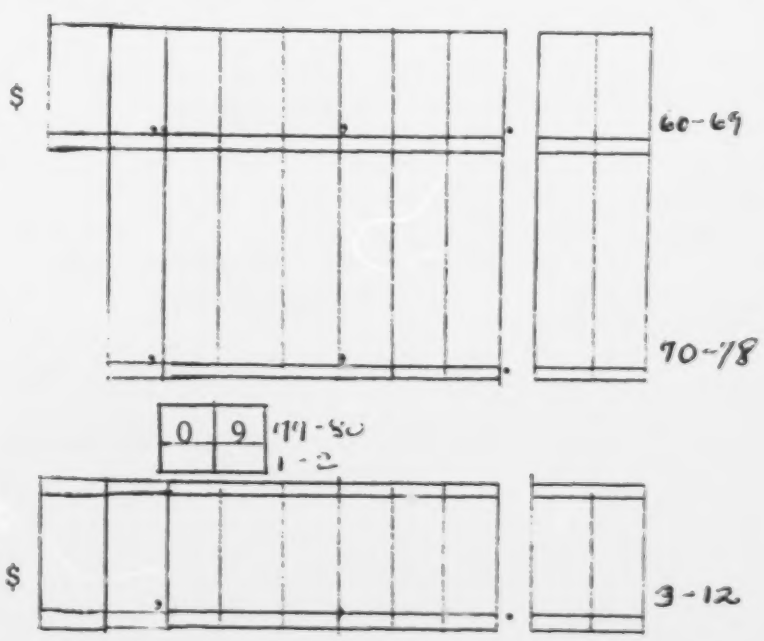
B. SERVICE ACTIVITIES

1. Attendance
2. Clothing
3. Food
4. Guidance and Counseling
5. Health-Dental
6. Health-Medical
7. Library
8. Psychological
9. School Social Work
10. Speech Therapy
11. Transportation
12. Sp. Services for Handicapped
13. Other Service Activities
14. TOTAL COST OF SERVICE ACTIVITIES (sum of lines 1-13)



C. VERIFICATION OF EXPENDITURES

1. Total A-20 and B-14 above
2. Add: Expenditures in series 100, 600, 700, 800, and 1,200 as reported on financial report forms (RI9168-Title I)
3. Tot. expenditures - (to agree with total expenditures as reported on financial reports)- Title I

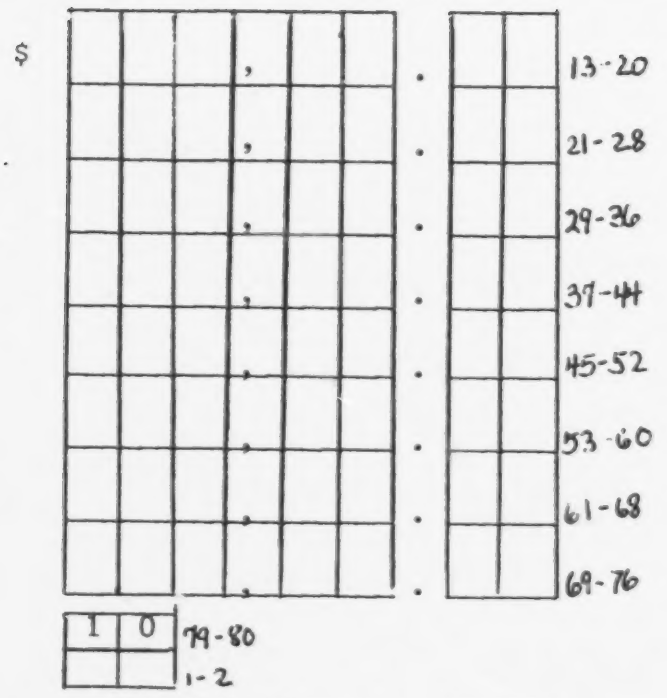


4. (Continued)

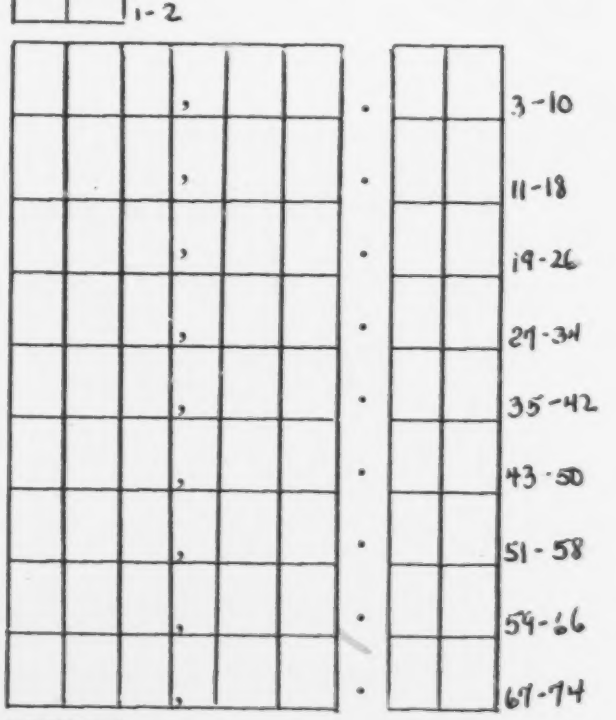
STATE COMPENSATORY

A. INSTRUCTIONAL ACTIVITIES

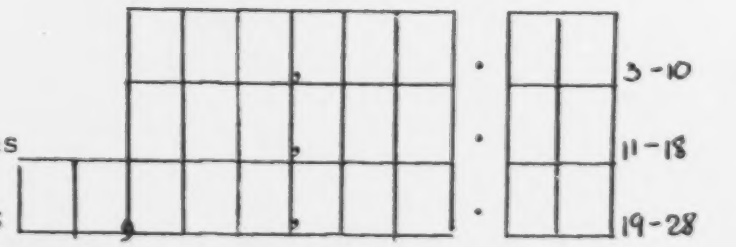
1. Art
2. Business Education
3. Cultural Enrichment
4. English-Reading
5. English-2nd Language
6. English-Speech
7. English-Other
8. Foreign Language



9. Health-Phys. Ed./Recreation
10. Home Economics
11. Industrial Arts
12. Mathematics
13. Music
14. Natural Science
15. Social Science
16. Vocational Education
17. Sp. Activities for Handicapped



18. Pre-Kindergarten and Kindergarten
19. Other Instructional Activities
20. TOTAL COST ON INSTRUCTIONAL ACTIVITIES (sum of lines 1-19)



B. SERVICE ACTIVITIES

1. Attendance
2. Clothing
3. Food
4. Guidance and Counseling
5. Health-Dental
6. Health-Medical

$. 29-36 / 37-44 / 45-52 / 53-60 / 61-68 / $. 69-76

1 2 79-80
1-2

See page 7

7. Library
8. Psychological
9. School Social Work
10. Speech Therapy
11. Transportation
12. Sp. Services for Handicapped
13. Other Service Activities
14. TOTAL COST OF SERVICE ACTIVITIES (sum of lines 1-13)

$. 3-10 / 11-18 / 19-26 / 27-34 / 35-42 / 43-50 / 51-58 / 59-67

C. VERIFICATION OF EXPENDITURES

1. Totals of A & B above $. 68-77

1 3 79-80
1-2

2. Add: Expenditures in series 100, 600, 700, 800, and 1,200 as reported on financial report forms (R19168-Sec. 4) $. 3-12

3. Tot. expenditures - (to agree with tot. expenditures as reported on financial reports) - State Compensatory $. 13-22

Part III. Please complete the following information on parental involvement.

1. Since June, 1969, have you had any CITIZEN's ADVISORY COMMITTEE(S) in your district concerned with Title I, or other compensatory programs?

1. yes () 2. no () 23

If you answered "No" to question 1, do not complete the remainder of this program questionnaire. If you answered "Yes" to question 1, complete questions 2-12 below.

---

2. Please indicate below the number of Title I, ESEA Citizen's Advisory Committees currently active in your district:

☐☐ 24-25

3. Did you receive ASSISTANCE or ADVICE from your State Department of Education in establishing Title I, ESEA Citizen's Advisory Committee(s) in your district? (check only one ans.)

1. Yes, ASSISTANCE ()
2. Yes, ADVICE ()
3. Yes, BOTH ()
4. NONE () 26

4. Since June, 1969, with which of the following have Citizens' Advisory Committees in your district been concerned? (Mark all that apply.)

1. Issues concerning the entire district	1. yes ()	2. no ()	27
2. Issues concerning a subdivision of the district	1. yes ()	2. no ()	28
3. Issues concerning individual schools in the district	1. yes ()	2. no ()	29
4. Issues concerning specific Title I, ESEA projects in the district	1. yes ()	2. no ()	30
5. Other, specify _____	1. yes ()	2. no ()	31

6. Please indicate below the number of <u>each</u> of the following types of persons on Title I, ESEA Citizen's Advisory Committees in your district: (enter 0 if there are no representatives of a specified type)

1.	Public school administrators	32-33
2.	Public school teachers	34-35
3.	Private school personnel	36-37
4.	Local health agency	38-39
5.	Local welfare agency personnel	40-41
6.	Parents of Title I, ESEA children	42-43
7.	Parent representatives of the COMMUNITY ACTION PROGRAM	44-45
8.	Parent members of the HEADSTART ADVISORY COMMITTEE	46-47
9.	Representatives from other neighborhood groups	48-49
10.	Students from local secondary schools	50-51
11.	Others	52-53

7. Since June, 1969, how often (on the average) have each of the Title I, ESEA Citizen's Advisory Committees met in your district?

1. Three or more times a month ()
2. Twice a month ()
3. Once a month ()
4. Less than once a month ()

54

8. Since June, 1969, has training been provided for Title I, ESEA Citizen's Advisory Committees in your district?

1. yes () 2. no () 55

9. If you answered "Yes" to question 8, please indicate the subject matter included in training for Title I Citizen's Advisory Committee members in your district. (Mark all that apply)

1. Training in academic curricula	1. yes ()	2. no ()	56
2. Training in school finance	1. yes ()	2. no ()	57
3. Training in school personnel policies	1. yes ()	2. no ()	58
4. Training in Title I program procedures	1. yes ()	2. no ()	59
5. Sensitivity training	1. yes ()	2. no ()	60
6. Training in instructional media and equipment	1. yes ()	2. no ()	61
7. Other, specify _____	1. yes ()	2. no ()	62

10. Do you reimburse members of Title I, ESEA Citizen's Advisory Committees in your district for expenses incurred in the performance of their duties?

1. yes () 2. no () 63

11. Since June, 1969, has your school district provided clerical or technical staff for the Citizens' Advisory Committees? (Check one response)

1. No	()	3. Yes, technical staff	()
2. Yes, clerical staff	()	4. Yes, both	() 64

12. Please indicate below the primary method of selections of the following types of persons who have served on Citizens' Advisory Committees in your disrict since June, 1969. There can be only one method checked for each type of person. There must be six and only six checks on the chart.

METHODS OF SELECTION

	1	2	3	4	5	6	7
Types of Persons:	Appointment by School District	Appointment by Community Action Organization	Appointment by School Principal	Town Meeting Election	Self-Selection	Other	No participation
Public School Administrators							
Public School Teachers							
Parents of Title I Children							
Other lay community members							
Officials of other community action organizations							
Students from local secondary schools							

1 4 79-80

COMPENSATORY EDUCATION
EVALUATION SURVEY FORM 70-A
PROJECT INFORMATION

Part I: The following has been completed by the State Education Agency Title I staff. Do not change these values.

---

1. LEA code number [ ][ ] (1 2)

2. Title I project number [ ][ ] (3 4)

3. State Compensatory project number RI [ ][ ] C (5 6)

4. Name of LEA

[ ] (7 ... 29)

5. Title I funds expended

$ [ ][ ][ ][ ][ ][ ][ ] . [ ][ ] (30 ... 36 . 37 38)

Approval date (month/day/year)

[ ][ ] / [ ][ ] / [ ][ ] (31 ... 44)

6. State funds expended

$ [ ][ ][ ][ ][ ][ ][ ] . [ ][ ] (45 ... 51 . 52 53)

Approval date (month/day/year)

[ ][ ] / [ ][ ] / [ ][ ] (54 ... 59)

7. What was the relationship between Title I and State Compensatory funds in this project?

   1. Title I only ( )
   2. State only ( )
   3. Title I with 100% State supplement ( )
   4. Title I with less than 100% State supplement ( ) 60

Questions 8 and 9 will be completed only if option 4 was checked in Question 7.

8. What percentage of the total State Compensatory grant numbered was used to supplement this

RI [61][62] C

Title I project? [63][64].[65] %

9. List the numbers of other Title I projects which were also supplemented by this State Compensatory grant and the percentage that was allotted to each.

Project No.	Percentage of allotment
[66][67]	[68][69].[70] %
[71][72]	[73][74].[75] %
15 [79][80]	[1][2][3].[4][5][6]
[7][8]	[9][10].[11] %
[12][13]	[14][15].[16]

Part II: The following project information is to be completed by the LEA representative. Title I components are to be supplied only if there is a Title I project number in Part I. State Compensatory components are to be supplied only if there is a State number in Part I.

---

1. Title I component

A. Beginning date (month/day/year) ☐☐ / ☐☐ / ☐☐ (17–22)

Ending date (month/day/year) ☐☐ / ☐☐ / ☐☐ (23–28)

Time of operation

1. Regular school day	1. yes ( )	2. no ( )	29
2. After school	1. yes ( )	2. no ( )	30
3. Before school	1. yes ( )	2. no ( )	31
4. Saturday	1. yes ( )	2. no ( )	32

B. Title I Personnel

	Number	Full Time Equivalents (F.T.E.)
(Number of) Directors	☐☐☐ (33–35)	☐☐☐.☐☐ (7–11)
Teachers	☐☐☐ (36–38)	☐☐☐.☐☐ (12–16)
Teacher Aides	☐☐☐ (39–41)	☐☐☐.☐☐ (17–21)
Counselors	☐☐☐ (42–44)	☐☐☐.☐☐ (22–26)
Medical	☐☐☐ (45–47)	☐☐☐.☐☐ (27–31)
Dental	☐☐☐ (48–50)	☐☐☐.☐☐ (32–36)
Psychological	☐☐☐ (51–53)	☐☐☐.☐☐ (37–41)
Soc. Workers	☐☐☐ (54–56)	☐☐☐.☐☐ (42–46)
Clerical	☐☐☐ (57–59)	☐☐☐.☐☐ (47–51)
Custodial	☐☐☐ (60–62)	☐☐☐.☐☐ (52–56)
Consultants	☐☐☐ (63–65)	☐☐☐.☐☐ (57–61)

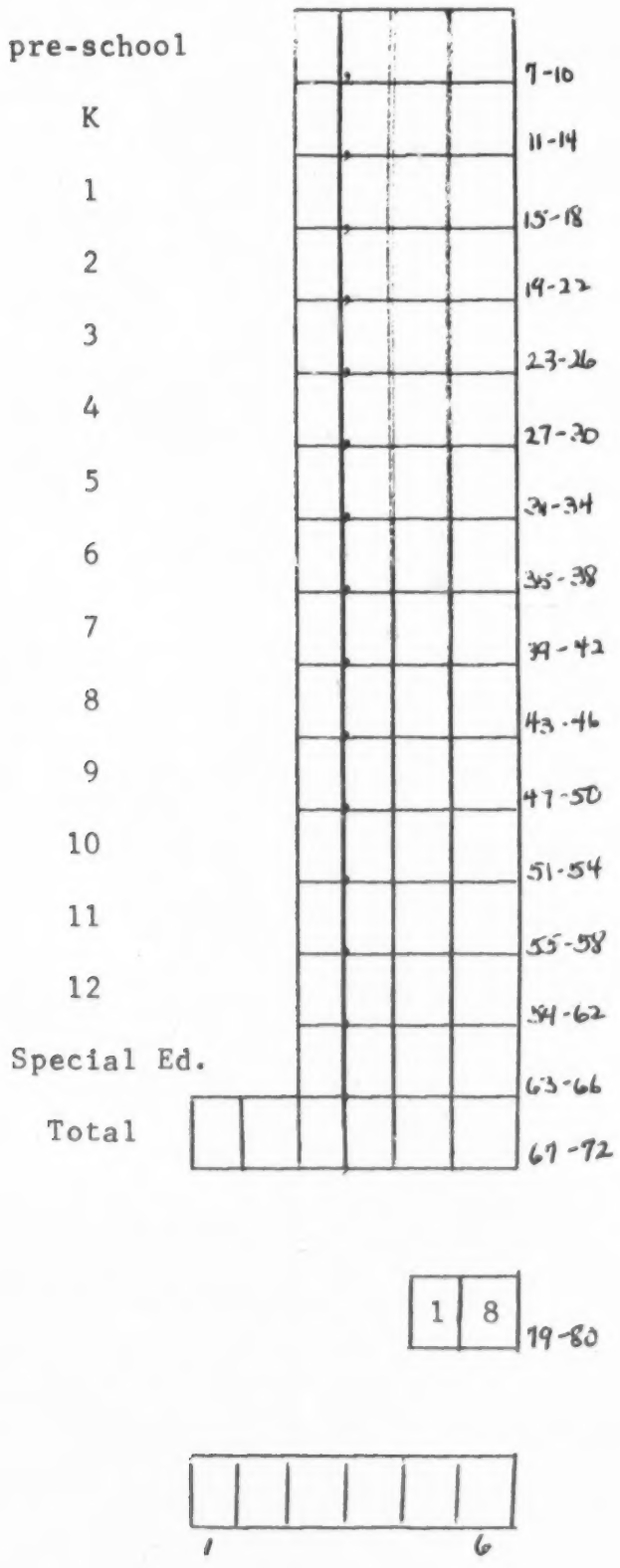
☐☐☐☐☐☐ (1–6) 16 (79–80)

☐☐☐☐☐☐ (1–6) 17 (79–80)

C. Title I Children

Give an unduplicated count by grade level of public and non-public school children actually participating in the Title I Component of this project.

PUBLIC



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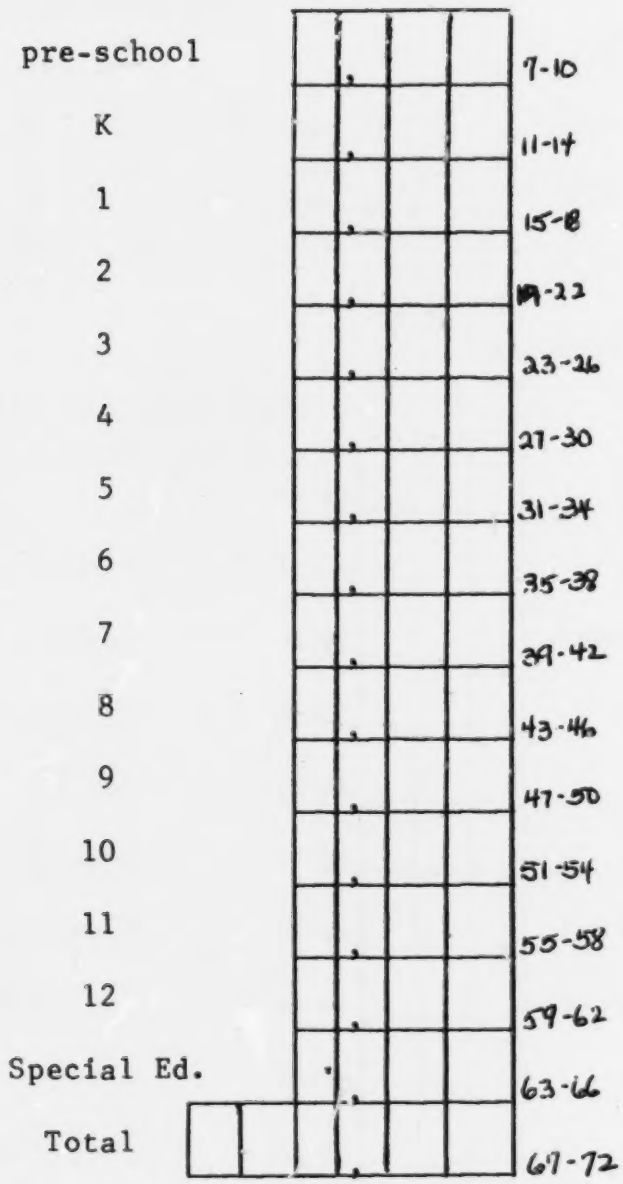
NON-PUBLIC



2. State Compensatory Component

A. Beginning date (month/day/year)

Ending date (month/day/year)

Time of operation

1.	Regular school day	1. yes () 2. no () 19
2.	After school	1. yes () 2. no () 20
3.	Before school	1. yes () 2. no () 21
4.	Saturday	1. yes () 2. no () 22

B. State Compensatory Personnel

	Number (Number of)	Full Time Equivalents (F.T.E.)
Directors		23-25
Teachers	26-28	Teachers
Teacher Aides	29-31	Teacher Aides
Counselors	32-34	Counselors
Medical	35-37	Medical
Dental	38-40	Dental
Psychological	41-43	Psychological
Social Worker	44-46	Social Workers
Clerical	47-49	Clerical
Custodial	50-52	Custodial
Consultants	53-55	Consultants

2 0 79-80

C. Are the children participating in the State Compensatory Program

1. the same children who were served by the Title I component? ()

OR

2. completely different children from the ones reported for the Title I component? ()

OR

3. partially the same and partially different children from the ones reported for the Title I component? ()

62

2 1 79-80

D. State Compensatory Children

Give an unduplicated count by grade level of public and non-public school children actually participating in the Title I Component of this project.

PUBLIC

pre-school		7-10
K		11-14
1		15-18
2		19-22
3		23-26
4		27-30
5		31-34
6		35-38
7		31-42
8		43-46
9		47-50
10		51-54
11		55-58
12		59-62
Special Ed.		63-66
Total		67-72

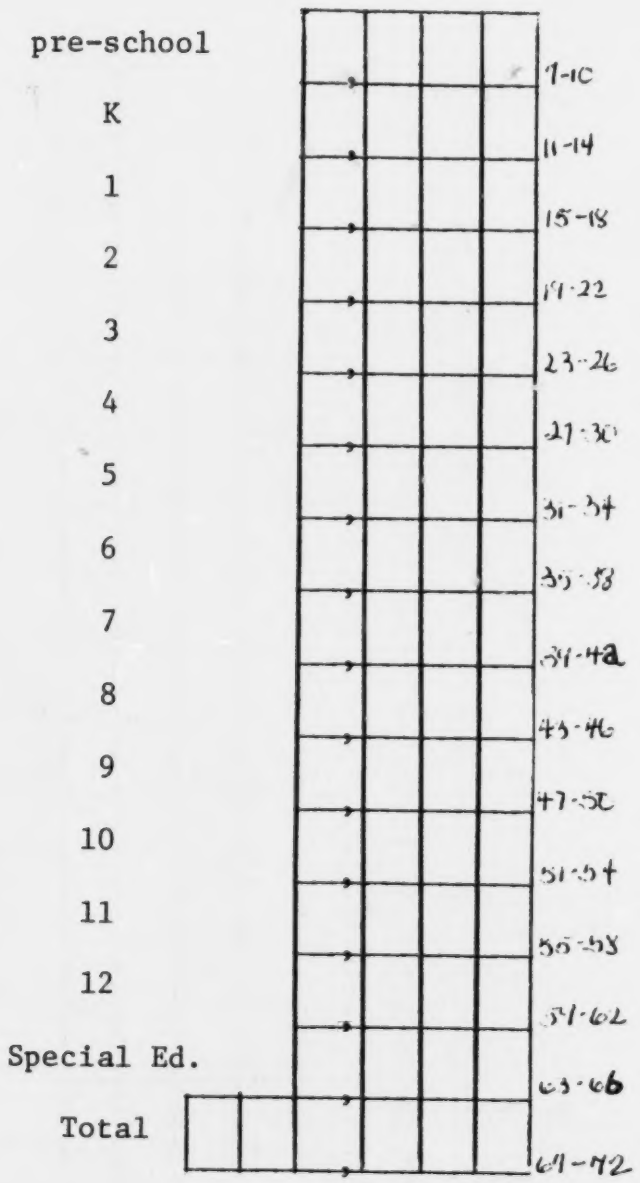
2	2

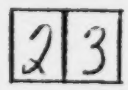
73-78

1 6

(Continued)

NON-PUBLIC





132

3. Within this project, how many children participated in each of the following specific program activities?

Code Number	Activity	PARTICIPANTS Title I	State Compensatory	Unduplicated Total
01	Reading Readiness	7-10	23-26	39-42
02	Remedial or Corrective Reading	11-14	27-30	43-46
03	Language Arts and Communication Skills	15-18	31-34	47-50
04	English as a Second Language	19-22	35-38	51-54
05	Special Education	23-26	39-42	55-58
06	Pre-School	27-30	43-46	59-62
07	Kindergarten	31-34	47-50	63-66
08	Cultural	35-38	51-54	67-70
09	Pupil Personnel Services	39-42	55-58	71-74
10	Mathematics	43-46	59-62	75-78
				2 6 79-80
				1-6
11	Transitional	47-50	63-66	7-10
12	Library	51-54	67-70	11-14
13	Media Center	55-58	71-74	15-18
14	Recreation	59-62	75-78	19-22
			2 5 79-80	
			1-6	
15	Team Instruction	63-66	7-10	23-26
16	Speech and Hearing	67-70	11-14	27-30
17	Community Schools	71-74	15-18	31-34
18	Integration	75-78	19-22	35-38
		2 4		
		1-6		
19	Industrial Arts	7-10	23-26	39-42
20	Vocational Education	11-14	27-30	43-46
21	School Clinic	15-18	31-34	47-50
22	Other (specify)	19-22	35-38	51-54

4. If this project employed the services of a Teacher Aide, which of the following categories would best describe this Aide?

1.	assistant teacher	()	5.	combination of above	()
2.	instructional aide	()	6.	no teacher aide	()
3.	supervisional aide	()	7.	other, specify	() 55
4.	clerical aide	()			

5. Did staff assigned to this compensatory project participate in a training program.

1. yes () 2. no () 56

COMPLETE QUESTION 6 ONLY IF YOU RESPOND POSITIVELY TO QUESTION 5. IF YOU RESPONDED "NO" YOU ARE FINISHED WITH THIS QUESTIONNAIRE.

6. How many different training programs were run for this project? _____ 57-58

2	6	79-80

							1-6

FOR EACH OF THE TRAINING PROGRAMS REPORTED IN QUESTION 6, PROVIDE THE FOLLOWING INFORMATION:

TRAINING PROGRAM #1

A. Write in the activity code number from page 9 of the activity or activities within this project for whose personnel the training program being described was designed.

7-8	9-10	11-12	13-14	15-16

B. What was the duration in hours of this training program? _____hours 17-19

C. Please indicate the time of this training program.

1.	pre-service	()	3.	both pre-service and in-service	()
2.	in-service	()	4.	other, specify_____	() 20

D. Did this training program provide joint training of the teachers with any of the following?

1.	teacher aide or other supportive personnel	1. yes ()	2. no ()	21
2.	other professional personnel	1. yes ()	2. no ()	22
3.	parents of pupils	1. yes ()	2. no ()	23
4.	other personnel	1. yes ()	2. no ()	24

E. Who conducted this training program?

1.	project director	()	5.	consultants from business, industry, etc.	()	
2.	professional staff of LEA (e.g. reading specialist)	()	6.	private professional consultants	()	
3.	SEA staff	()				
4.	college or university	()	7.	other, specify_____	()	25

F. Please indicate the objectives of this training program. (select as many as necessary)

0.	introduction of new instructional techniques	1. yes ( ) 2. no ( ) 26
1.	introduction of new content material	1. yes ( ) 2. no ( ) 27
2.	utilization of instructional equipment and materials	1. yes ( ) 2. no ( ) 28
3.	measurement, evaluation, and reporting	1. yes ( ) 2. no ( ) 29
4.	general orientation to the philosophy of compensatory education	1. yes ( ) 2. no ( ) 30
5.	culture and personality of the educationally disadvantaged	1. yes ( ) 2. no ( ) 31
6.	types of learning disabilities	1. yes ( ) 2. no ( ) 32
7.	project planning and design	1. yes ( ) 2. no ( ) 33
8.	utilization of ancillary services (e.g. guidance)	1. yes ( ) 2. no ( ) 34
9.	utilization ot other resources (e.g. library, community)	1. yes ( ) 2. no ( ) 35

G. Please indicate the number of personnel of the following types who participated in this training program, during the 1968-1969 Academic Year.

Regular Classroom Teachers	36-39
Special teachers, (other than compensatory teachers) Ex: itinerant music teachers	40-43
Compensatory Teachers	44-47
Guidance Counselors	48-51
Social Workers	52-55
School Principals	56-59
Other Professional Personnel	60-63
Parents	64-67
Teacher Aides	68-71
Others	72-75

2 | 1	76-80

	1
	6

IF THERE ARE NO FURTHER TRAINING PROGRAMS TO DESCRIBE, YOU ARE FINISHED WITH THIS QUESTIONNAIRE.

TRAINING PROGRAM #2

A. Write in the activity code number from page 7 of the activity or activities within this project for whose personnel the training program being was designed.

☐☐ 7-8

☐☐ 9-10

☐☐ 11-12

☐☐ 13-14

☐☐ 15-16

B. What was the duration in hours of this training program? _____ hours 17-19

C. Please indicate the time of this training program.

1. pre-service ()
2. in-service ()
3. both pre-service and in-service ()
4. Other, specify _____ 20

D. Did this training program provide joint training with any of the following?

1. teacher aide or other supportive personnel	1. yes ()	2. no () 21
2. other professional personnel	1. yes ()	2. no () 22
3. parents of pupils	1. yes ()	2. no () 23
4. other personnel	1. yes ()	2. no () 24

E. Who conducted this training program?

1. project director ()
2. professional staff of LEA () (e.g. reading specialist)
3. SEA staff ()
4. college or university staff ()
5. consultants from business, industry, etc. ()
6. private professional consultants ()
7. other, specify _____ 25

F. Please indicate the objectives of this training program. (select as many as necessary)

0.	introduction of new instructional techniques	1. yes () 2. no () 26
1.	introduction of new content material	1. yes () 2. no () 27
2.	utilization of instructional equipment and materials	1. yes () 2. no () 28
3.	measurement, evaluation and reporting	1. yes () 2. no () 29
4.	general orientation to the philosophy of compensatory education	1. yes () 2. no () 30
5.	culture and personality of the educationally disadvantaged	1. yes () 2. no () 31
6.	types of learning disabilities	1. yes () 2. no () 32
7.	project planning and design	1. yes () 2. no () 33
8.	utilization of ancillary services (e.g. guidance)	1. yes () 2. no () 34
9.	utilization of other resources (e.g. library, community)	1. yes () 2. no () 35

G. Please indicate the number of personnel of the following types who participated in this training program, during the 1968-69 Academic Year.

Regular Classroom Teachers	36-39
Special teachers, (Other than compensatory teachers) Example: intinerant music teachers	40-43
Compensatory Teachers	44-47
Guidance Counselors	48-51
Social Workers	52-55
School Principals	56-59
Other Professional Personnel	60-63
Parents	64-67
Teacher Aides	68-71
Others	72-75

2 8 76-80

1 6

IF THERE ARE NO FURTHER TRAINING PROGRAMS TO DESCRIBE, YOU ARE FINISHED WITH THIS QUESTIONNAIRE.

TRAINING PROGRAM #3

A. Write in the activity code number from page 7 of the activity or activities within this project for whose personnel the training program being was designed.

7-8

9-10

11-12

13-14

15-16

B. What was the duration in hours of this training program? _____ hours 17-19

C. Please indicate the time of this training program.

1. pre-service ()
2. in-service ()
3. both pre-service and in-service () 20
4. other, specify _____

D. Did this training program provide joint training with any of the following?

1. teacher aide or other supportive personnel	1. yes ()	2. no () 21
2. other professional personnel	1. yes ()	2. no () 22
3. parents of pupils	1. yes ()	2. no () 23
4. other personnel	1. yes ()	2. no () 24

E. Who conducted this training program?

1. project director ()
2. professional staff of LEA (e.g. reading specialist) ()
3. SEA staff ()
4. college or university staff ()
5. consultants from business, industry, etc. ()
6. private professional consultants ()
7. other, specify_____ 25

F. Please indicate the objectives of this training program. (select as many as necessary)

0.	introduction of new instructional techniques	1. yes ( )	2. no ( ) 26
1.	introduction of new content material	1. yes ( )	2. no ( ) 27
2.	utilization of instructional equipment and materials	1. yes ( )	2. no ( ) 28
3.	measurement, evaluation and reporting	1. yes ( )	2. no ( ) 29
4.	general orientation to the philosophy of compensatory education	1. yes ( )	2. no ( ) 30
5.	culture and personality of the educationally disadvantaged	1. yes ( )	2. no ( ) 31
6.	types of learning disabilities	1. yes ( )	2. no ( ) 32
7.	project planning and design	1. yes ( )	2. no ( ) 33
8.	utilization of ancillary services (e.g. guidance)	1. yes ( )	2. no ( ) 34
9.	utilization of other resources (e.g. library community)	1. yes ( )	2. no ( ) 35

G. Please indicate the number of personnel of the following types who participated in this training program, during the 1968-69 Academic Year.

Regular Classroom Teachers

Special teachers, (Other than compensatory teachers) Example: itinerant music teachers

Compensatory Teachers

Guidance Counselors

Social Workers

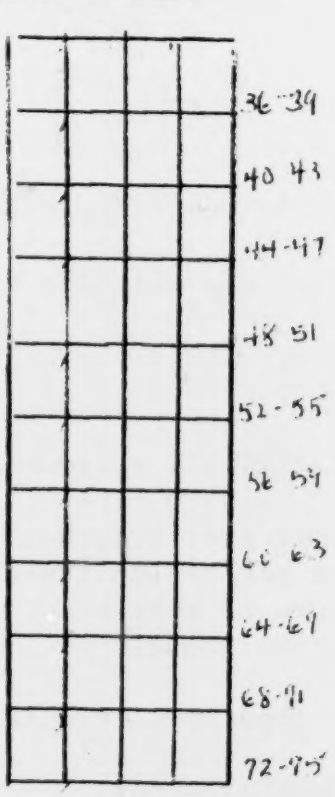
School Principals

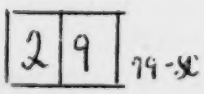
Other Professional Personnel

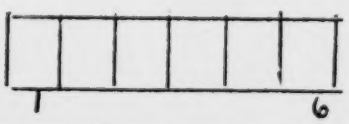
Parents

Teacher Aides

Others



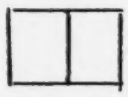


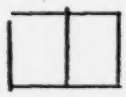


IF THERE ARE NO FURTHER TRAINING PROGRAMS TO DESCRIBE, YOU ARE FINISHED WITH THIS QUESTIONNAIRE.

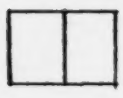
TRAINING PROGRAM #4

A. Write in the activity code number from page 7 of the activity or activities within this project for whose personnel the training program being was designed.


7-8


9-10

11-12


13-14

15-16

B. What was the duration in hours of this training program? _____ hours 17-19

C. Please indicate the time of this training program.

1. pre-service ()
2. in-service ()
3. both pre-service and in-service () 20
4. other, specify _____

D. Did this training program provide joint training with any of the following?

1.	teacher aide or other supportive personnel	1. yes ()	2. no ()	21
2.	other professional personnel	1. yes ()	2. no ()	22
3.	parents of pupils	1. yes ()	2. no ()	23
4.	other personnel	1. yes ()	2. no ()	24

E. Who conducted this training program?

1. project director ()
2. professional staff of LEA ()
   (e.g. reading specialist ()
3. SEA staff ()
4. college or university staff ()
5. consultants from business, industry, etc. ()
6. private professional consultants ()
7. other, specify_____ 25

F. Please indicate the objectives of this training program. (select as many as necessary)

0.	introduction of new instructional techniques	1. yes () 2. no () 26
1.	introduction of new content material	1. yes () 2. no () 27
2.	utilization of instructional equipment and materials	1. yes () 2. no () 28
3.	measurement, evaluation and reporting	1. yes () 2. no () 29
4.	general orientation to the philosophy of compensatory education	1. yes () 2. no () 30
5.	culture and personality of the educationally disadvantaged	1. yes () 2. no () 31
6.	types of learing disabilities	1. yes () 2. no () 32
7.	project planning and design	1. yes () 2. no () 33
8.	utilization of ancillary services (e.g. guidance)	1. yes () 2. no () 34
9.	utilization of other resources (e.g. library, community)	1. yes () 2. no () 35

G. Please indicate the number of personnel of the following types who participated in this training program, during the 1968-69 Academic Year.

Regular Classroom Teachers

Special teachers, (Other than compensatory teachers) Example: itinerant music teachers

Compensatory Teachers

Guidance Counselors

Social Workers

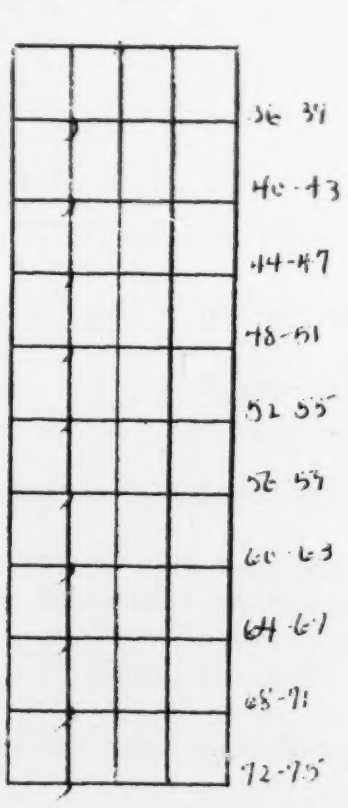
School Principals

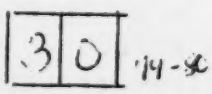
Other Professional Personnel

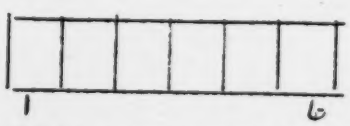
Parents

Teacher Aides

Others







IF THERE ARE NO FURTHER TRAINING PROGRAMS TO DESCRIBE, YOU ARE FINISHED WITH THIS QUESTIONNAIRE.

TRAINING PROGRAM #5

A. Write in the activity code number from page 7 of the activity or activities within this project for whose personnel the training program being was designed.

7-8

9-10

11-12

13-14

15-16

B. What was the duration in hours of this training program? _____ hours 17-19

C. Please indicate the time of this training program.

1. pre-service ()
2. in-service ()
3. both pre-service and in-service
4. other, specify _____ 20

D. Did this training program provide joint training with any of the following?

1. teacher aide or other supportive personnel	1. yes ()	2. no ()	21
2. other professional personnel	1. yes ()	2. no ()	22
3. parents of pupils	1. yes ()	2. no ()	23
4. other personnel	1. yes ()	2. no ()	24

E. Who conducted this training program?

1. project director ()
2. professional staff of LEA (e.g. reading specialist ()
3. SEA staff ()
4. college or university staff ()
5. consultants from business, industry, etc. ()
6. private professional consultants () 25
7. other, specify _____

F. Please indicate the objectives of this training program. (select as many as necessary)

0.	introduction of new instructional techniques	1. yes ( )	2. no ( )	26
1.	introduction of new content material	1. yes ( )	2. no ( )	27
2.	utilization of instructional equipment and materials	1. yes ( )	2. no ( )	28
3.	measurement, evaluation and reporting	1. yes ( )	2. no ( )	29
4.	general orientation to the philosophy of compensatory education	1. yes ( )	2. no ( )	30
5.	culture and personality of the educationally disadvantaged	1. yes ( )	2. no ( )	31
6.	types of learning disabilities	1. yes ( )	2. no ( )	32
7.	project planning and design	1. yes ( )	2. no ( )	33
8.	utilization of ancillary services (e.g. guidance)	1. yes ( )	2. no ( )	34
9.	utilization of other resources (e.g. library, community)	1. yes ( )	2. no ( )	35

G. Please indicate the number of personnel of the following types who participated in this training program, during the 1968-69 Academic Year.

Regular Classroom Teachers

Special teachers, (Other than compensatory teachers) Example: itinerant music teachers

Compensatory Teachers

Guidance Counselors

Social Workers

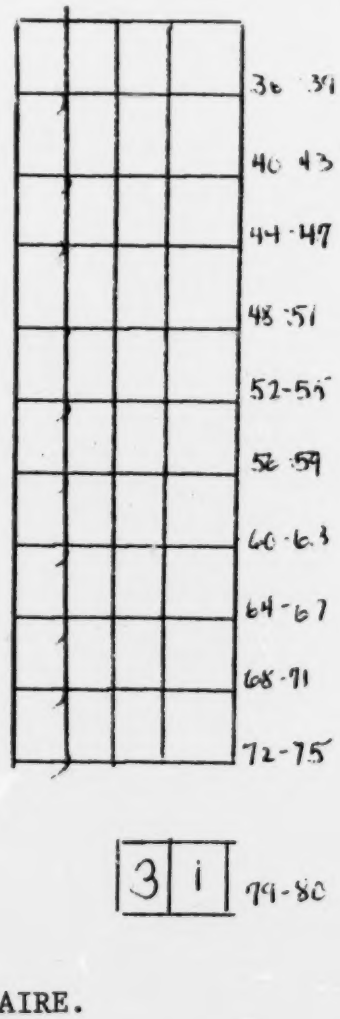
School Principals

Other Professional Personnel

Parents

Teacher Aides

Others



3	i	79-80

THIS IS THE END OF THE PROJECT EVALUATION QUESTIONNAIRE.

STATE OF RHODE ISLAND

DEPARTMENT OF EDUCATION

COMPENSATORY EDUCATION EVALUATION FORM

(70-B)

PUPIL INFORMATION

READING

ELEMENTARY AND SECONDARY EDUCATION ACT

TITLE I

F.Y. 69-70 ANNUAL EVALUATION REPORT

Return the cards to the State Department
of Education no later than December 12, 1969

MESSAGE TO THE TEACHER

Teachers know their pupils well, sense their needs and observe their changes. It is with this basic fact in mind that the Title I Office of the Rhode Island State Department of Education turns to you, the classroom teacher, to assist us with our annual evaluation study.

Individual Pupil Information Forms have been designed to accumulate data regarding pupils who are enrolled in your Title I, ESEA Reading and/or Reading related class. The data requested are designed (1) to identify those project elements which insure the greatest effectiveness in programs for the academically disadvantaged, (2) to determine which new approaches are being used successfully with the academically disadvantaged, (3) to provide measurable data in relation to the child's achievement, and (4) to provide reliable demographic information pertinent to the Title I child. By collecting responses throughout the state and analyzing the patterns into which children fall, it should be possible to come closer than ever before to answering these very difficult and important questions.

The Pupil Information Forms have been designed to draw on the special knowledge and the experiences which you, as a teacher, have had in your day-to-day encounters with your students. The individual questions may seem obvious to you, but your answers to each question are important to the usefulness of this evaluation study.

Your sympathetic care and strict accuracy in following each instruction is sincerely requested. What you and other teachers have observed about students will eventually extend the ability of compensatory programs to meet these childrens' needs.

The evaluation covers only those participants enrolled in Reading and/or Reading related activities. When the study is completed, its findings will be shared with you. The anonymity of all respondents to questionnaires and the confidentiality of their replies will be scrupulously observed.

Thank you for your cooperation.

INSTRUCTIONS FOR FILLING
PUPIL IBM CARDS

SPECIAL NOTICE: Please read these instructions before starting to fill the IBM cards!

1. Use only special soft lead IBM or electrographic pencils such as those used in test scoring to mark the cards. Do not use hard lead, ink, ball point pens, or crayon.

2. Mark only within the ovals above the numerals.

3. Do not make marks or write anywhere on the cards except the ovals.

4. Do not make more than one mark in a column.

5. Do not fold, bend or staple the cards, and do not use paper clips or elastic bands to hold cards together.

6. Each card column on the IBM Mark Sense card is compatible with the question on the project pupil information form. The question number, que and card columns are indicated for your convenience. Unnecessary positions have been excluded from the card and your response will conform to the selections on the questionnaire.

7. Keep unused cards so that you may report on any new pupils coming into your program between the time you have filled out this set and January 1, 1970. After that, do not record pre-test for us.

You have been issued 75 sets of pre-coded IBM cards. The number in the upper right hand corner is the pupil identification number. This number is repeated on each of the three cards necessary to complete this questionnaire. The last two digets of the identification number represent the pupil number. Please assign one number (card set) to each child in the compensatory program for whom you are completing this evaluation questionnaire. It is important that you record the child's name and code number for future reference when completing the post-project pupil questionnaire.

Upon completion of the questionnaire, please recheck to insure that none of the questions have been omitted and return the completed sets of IBM cards to the project director. The cards will then be sent to the State Department no later than December 12, 1969. All late arrivals' cards should be in by January 9, 1970.

If you have any further questions concerning the completion of the questionnaire, please contact your local project director. If these questions cannot be answered at the local level, then contact Miss Patricia Raymond at the Title I Office of the State Department of Education, at 521-7100, ext. 841.

COMPENSATORY EDUCATION EVALUATION FORM 70-B-1
PRE-PROJECT PUPIL INFORMATION

A Mark Sense Card has been provided for each child who receives services within this activity. Complete one set of cards for each child. To identify this child assign his/her name to the number on this card. Each set contains two cards having the same Identification Numbers.

Card #1: Contains information pertaining to the child and his/her relationship to the project.

Contains socio-economic data as well as information pertaining to the services provided by this project.

Card #2: Appropriate materials noted, evaluation of project design, and pre-test data collection.

Please complete the following questions within the space provided on the IBM Mark Sense Card. Do not use 0's unless requested to do so. The numbers on the questionnaire correspond to the Mark Sense positions on the card.	code no.	card column
1. Indicate the month and year in which this child was born. (mark 01 for Jan., etc.)	1	6-9
2. In what grade is this pupil? (for grades 1-12 mark 01-12, Pre-school 13, Kindergarten 14, Special Education 15)		10-11
3. What is this pupil's sex? 1. Male () 2. Female ()		12
4. To what ethnic group does this child belong? 1. Negro (foreign born) () 2. American Negro () 3. White (native born) () 4. White (foreign born) () 5. Oriental () 6. Other ()		13
5. Has this child previously participated in a Title I program during the academic year? 1. Yes () 2. No ()		14
6. Does this child attend: 1. Public () 2. Parochial () 3. Private School()		15
7. Has this pupil ever been retained in any grade? 1. Yes () 2. No ()		16
8. What is this pupil's I.Q.? (e.g. I.Q. 95, mark 095)		17-19
9. What I.Q. test was used for the score recorded above? (see list provided for Code Number)		20-21
10. In your opinion what is the most significant cause of this child's educational deprivation? Mark only one. 1. organic or neurological () 2. emotional stress in home () 3. poor school attendance () 4. language barrier () 5. lack of cultural and/or educational experiences outside of school () 6. unknown ()		22
11. What is the primary basis for selecting this child to participate in this program? Mark only one. 1. inconsistency between achievement and projected potential () 2. teacher or other professional referrals () 3. poor performance on standardized tests () 4. pupils grades () 5. other () 6. unknown ()		23

	card no.	card col.
12. Which of the following best describes the single major design of the compensatory program in which this child is participating? Mark only one. 1. remedial/corrective () 2. tutorial () 3. readiness () 4. cultural () 5. recreational () 6. diagnostic () 7. other ()	1	24
13. Is this pupil's father on active duty with the military? 1. no () 2. Yes, enlisted status () 3. Yes, officer status ()		25
14. Which of the following best describes the neighborhood in which this pupil lives? Mark only one. 1. primarily residential () 2. primarily commerical or industrial () 3. both residential and commercial () 4. primarily rural, farm or open country ()		26
15. Which of the following do you consider to be this pupil's most immediate school related need? Mark only one. 1. more adequate diet 1. yes () 2. no () 2. physician's services 1. yes () 2. no () 3. psychological or psychiatric counseling 1. yes () 2. no () 4. eye examination 1. yes () 2. no () 5. dental care 1. yes () 2. no () 6. individual instruction in reading 1. yes () 2. no () 7. individual instruction in math 1. yes () 2. no () 8. individual academic instruction 1. yes () 2. no () 9. enrichment activities 1. yes () 2. no ()		27
Please complete the following questions within the space provided on the IBM Mark Sense Card No. 2.		
16. How appropriate are the materials and curricula available to you to help with the learning requirements of this pupil based on pre-testing results? Mark only one. 1. completely inappropriate () 2. somewhat inappropriate () 3. somewhat appropriate () 4. highly appropriate ()	2	6
17. In your estimation, is the child's compensatory program designed to meet his specific needs? 1. Yes. () 2. No ()		7
18. Please mark test which you are recording. 1. Gates - MacGinitie () 2. Other ()		8
19. Please record the month this test was administered. 0. January () 1. February () 2. March () 3. April () 4. May () 5. June () 6. September () 7. October () 8. November () 9. December ()		9

	code no.	card column
20. Please record the year this test was administered. 1. 1967 () 2. 1968 () 3. 1969 () 4. other ()	2	10
21. Please record the appropriate form of Gates - MacGinitie (if No. 18 was marked number 1). 1. PRIMARY A. Vocabulary and Comprehension for Grade I 2. PRIMARY B Vocabulary and Comprehension for Grade 2 3. PRIMARY C. Vocabulary and Comprehension for Grade 3 4. SURVEY D. Hank scored edition Speed, Vocabulary, and Comprehension for Grades 4, 5, & 6 5. SURVEY E. Hand scored edition Speed, Vocabulary, and Comprehension for Grades 7, 8, & 9 6. SURVEY F. Hand scored edition Speed, Vocabulary, and Comprehension for Grades 10, 11, & 12		11
22. In the appropriate columns and mark sense positions please record achievement test scores for this pupil. Report in terms of Raw Score and Percentile for both Vocabulary and Comprehension.		12-19

CODE SHEET NO. 2 FOR QUESTION NO. 9 ON FORM 70-B-1

INTELLIGENCE TEST	CODE NUMBER
California Test of Mental Maturity	01
Chicago Non Verbal Examination	02
Hemmon Nelson Test of Mental Ability	03
Lorge Thorndike Intelligence	04
Otis Quick Scoring Mental Ability Test	05
SRA Primary Mental Abilities	06
SRA Tests of General Ability	07
Stanford Binet Intelligence Scale	08
Wechsler Intelligence Scale for Children	09
Slosson (S.I.T.)	10
Otis Lennon Mental Ability Test	11
Peabody Picture Vocabulary	12
Kuhlman Anderson Intelligence Test	13
Goodenough - Harris	14
SRA Tests of Educational Ability	15
SRA Short Test of Educational Ability	16
SRA Pictorial Reasoning Test	17
Ohio State University Psychological Test	18

STATE OF RHODE ISLAND

DEPARTMENT OF EDUCATION

COMPENSATORY EDUCATION EVALUATION FORM

(70-C)

PUPIL INFORMATION

READING

ELEMENTARY AND SECONDARY EDUCATION ACT

TITLE I

F.Y. 69-70 ANNUAL EVALUATION REPORT

MESSAGE TO THE TEACHER

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3. Do not make marks or write anywhere on the cards except within the ovals.

4. Do not make more than one mark in a column; be sure to mark initial zeroes.

5. Do not fold, bend, or staple the cards, and do not use paper clips to hold the cards together.

6. Each card column on the IBM Mark Sense Card is compatible with the question on the project pupil information form. The question number, que, and card column are indicated for your convenience. Unnecessary positions have been excluded from the card and your response will conform to the selections on the questionnaire.

You have been issued 50 sets of pre-coded IBM cards. The numbers in the upper left hand corner are the project and teacher identification numbers. These numbers are repeated on each of the three cards necessary to complete this questionnaire. The last digit(s) of the identification number represents the pupil number. Please assign one number (card set) to each child in the compensatory program for whom you are completing this evaluation questionnaire. It is important that you record the child's name and code number for future reference.

Upon completion of the questionnaire, please recheck to insure that none of the questions have been omitted and return the completed sets of IBM cards to the project director. If it has been absolutely impossible to obtain a piece of information, place an explanation and the card(s) in an envelope.

If you have any further questions concerning the completion of the questionnaire, please contact your local project director. If these questions cannot be answered at the local level, then contact Mrs. Patricia (Raymond) Foley, at the Title I Office of the State Department of Education at 521-7100, ext. 841.

The cards are due in the Title I Office no later than the week of May 25, 1970, or two weeks after you receive them.

COMPENSATORY EDUCATION EVALUATION FORM 70-C
POST-PROJECT PUPIL INFORMATION

The answers to the questions on compensatory education evaluation survey form 70-C are designed to give information on the pupil near or at the termination of the program. These 23 questions focus on the services rendered to children through their compensatory education program.

Please complete questions 1-8 by filling in the mark sense spaces provided within the appropriate card columns on IBM Card No. 1.

	card no.	card column
1. Please record the number of days this pupil has been absent from his Title I Program since the first day of school. _____ days	1	6-7
2. How many home visitations were involved as an integral part of this pupil's compensatory education program?		8-9
3. How many of these visitations were made by each of the following? 1. social worker 2. teacher 3. psychologist 4. liaison person 5. guidance counselor The sum of these five numbers must equal the answer to Question No. 2.		10-19
4. Has this pupil been administered individualized standardized tests of any nature? 1. yes () 2. no ()		20
5. If you answered "yes" to question four, please indicate the type of test(s) administered. 1. intelligence 1. yes () 2. no () 2. aptitude 1. yes () 2. no () 3. diagnostic 1. yes () 2. no () 4. achievement 1. yes () 2. no ()		21-24
6. Has this child had a complete psychological assessment? 1. yes () 2. no ()		25

	card no.	card column
7. What were the number of hours spent by this pupil in the Title I Compensatory Activity during the duration of this project? 1. less than 50 hours () 2. 51-100 hours () 3. 101-125 hours () 4. 126-150 hours () 5. 151-175 hours () 6. 176-200 hours () 7. over 200 hours ()	1	26
8. Has this pupil within his reading project been exposed to activities designed for enriching his cultural or social experience? 1. yes () 2. no ()		27
Please complete the following questions 9-21 within the space provided on the IBM Mark Sense Card No. 2.		
9. Has this child received any of the following services offered by this program? 1. guidance and counseling 1. yes () 2. no () 2. speech and/or hearing 1. yes () 2. no () 3. mental health service 1. yes () 2. no () 4. nutritional service 1. yes () 2. no () 5. sex education 1. yes () 2. no () 6. treatment or therapy for physical health 1. yes () 2. no ()	2	6-11
10. Was this child allowed to leave his compensatory program because he achieved up to grade level? 1. yes () 2. no ()		12
11. Did this child leave his compensatory program and return at a later time because he could not progress in the regular classroom? 1. yes () 2. no ()		13
12. If this child's compensatory program is designed to overcome an educational deficiency or to increase performance commensurate with his ability, were the services supplemental to the regular school program? Ex: (the child received remedial reading in addition to his regular classroom reading). 1. yes () 2. no ()		14

	card no.	card column
13. Did the child leave his compensatory program for reasons other than achieving up to expectations? 1. yes () 2. no () 3. did not leave ()		15
13a. If question 13 is answered "yes", check the reason for his leaving. 1. family moving () 2. parental dissatisfaction with the program () 3. child's dissatisfaction with or loss of interest in program () 4. child's failure to adjust to program () 5. other ()		16
14. Has this child been diagnosed by competent medical or psychological authority as handicapped in any of the following categories? (Please record the major handicap only) 1. mentally retarded () 2. hard of hearing () 3. deaf () 4. speech impaired () 5. crippled () 6. visually emotionally disturbed () 7. seriously emotionally disturbed () 8. other health impaired () 9. no handicap has been diagnosed ()		17
15. Have this pupil's parents communicated with the compensatory teacher or classroom teacher about his school progress? 1. compensatory teacher () 2. classroom teacher () 3. both () 4. neither ()		18
16. Please mark the test whose score you are recording. 1. Gates-MacGinitie () 2. Other () If you mark #2 (Other), make sure you are using another form of the same test you used in the fall. Attach the name and form of the test with an elastic to this set of cards, and send in a copy of the conversion tool used to transform raw scores to grade-equivalents.		19

	card no.	card column
17. When was the test administered? 1. October of this school year () 2. November of this school year () 3. December of this school year () 4. January of this school year () 5. February of this school year () 6. March of of this school year () 7. April of this school year () 8. May of this school year ()		20
18. The test information you have provided was obtained from: (mark appropriate answer) 1. tests regularly given to all pupils in this grade throughout this school system. () 2. tests administered in relation to the Compensatory Education Program ()		21
19. Which <u>one</u> of the following best describes the objective of the reading activity for which the test results were recorded? 1. to increase school readiness () 2. to increase reading skills in general () 3. to increase reading vocabulary skills () 4. to increase reading comprehension skills () 5. to improve language arts and/or communication skills () 6. other ()		22
*20. Please record the appropriate form of Gates-MacGinitie (<u>if</u> No. 16 was marked No. 1, answer questions 20, 21, and 22). 0. Readiness 1. PRIMARY A Form 1 or Form 2 — Vocabulary & Comprehension for Grade 1 2. PRIMARY B Form 2 — Vocabulary & Comprehension for Grade 2 3. PRIMARY C Form 2 — Vocabulary & Comprehension for Grade 3 4. SURVEY D Form 2 or Form 3 — Hand scored edition Speed, Vocabulary, & Comprehension for Grades 4, 5, & 6 5. SURVEY E Form 2 or Form 3 — Hand scored edition Speed, Vocabulary, & Comprehension for Grades 7, 8, & 9 6. SURVEY F Form 2 or Form 3 — Hand scored edition Speed, Vocabulary, & Comprehension for Grades 10, 11, & 12		23

	Card no.	card column
21. In the appropriate columns and mark sense positions, please record achievement test scores for this pupil. If the Readiness Test was used, report the raw score and percentile under Readiness.		24-27
Please complete question 22 on IBM Mark Sense Card No. 3		
22. Report in terms of raw score and Percentile for both Vocabulary and Comprehension in Gates Primary A, B, or C or Gates Survey D, E, or F.		6-13
23. Report in terms of raw score and Percentile for both Vocabulary and Comprehension for tests other than Gates-MacGinitie (if No. 16 is marked #2). Please attach name of other tests used and tables for converting raw score to grade equivalency.		7-14

* It is suggested that K-pupils take the Readiness again, (This according to test consultants is valid). First graders who are not reading also take Readiness. All other first graders use Primary A, Form 1 or Form 2, (both are equivalent). Either Form 2 or 3 are acceptable for D, E, or F.

APPENDIX B

YOU AND YOUR STATE

STATE AND LOCAL ANALYSIS

OF

COMPENSATORY EDUCATION EVALUATION

FORMS 70-B and 70-C

PRE-AND POST-TEST INFORMATION ON PUPILS ENROLLED IN TITLE I READING PROGRAMS

Elementary and Secondary Education Act

Title I

F.Y. 69-70 Evaluation Report

During the academic year 1969-70, 24 communities in the State of Rhode Island conducted reading or reading related programs under Title I of the Elementary and Secondary Education Act of 1965. In all 5,453 children participated during that year in reading programs in Rhode Island schools.

Individual Pupil Information Forms 70-B and 70-C were designed to accumulate information about pupils enrolled in Title I reading or reading related classes. The objectives of this data collection were to (1) identify those project elements which insure the greatest effectiveness in programs for the academically disadvantaged, (2) to determine which new approaches are being used successfully with the academically disadvantaged, (3) to provide measurable data in relation to the child achievement, and (4) to provide reliable demographic information about Title I children.

The following report is an item by item analysis of each question on Forms 70-B and 70-C. Entered on the report are the numbers and percentages of children in the State who are described in certain ways. The form provides space for each LEA to enter their comparable information adjacent to the State Information. Each LEA project director has received a computer print-out of the data collected from his LEA. The print-out has four sections. The first is labeled "Pre-information and refers to questions on Form 70-B, the second is "Post-information and refers to questions on Form 70-C. In these first two sections the tallies indicate the number of pupils in each response category. The third and fourth sections are again pre and post information respectively, however, the tallies indicate the percentage of pupils in each response category.

The questions on your LEA print-out are not entirely consecutively ordered. You may have to hunt briefly for a particular question.

PRE-INFORMATION

Question No.	Item	LEA No. of pupils	LEA %age of pupils	STATE No. of pupils	STATE %age of pupils
2.	Grade in School: 1.	___	___	1065	20%
	2.	___	___	1170	21
	3.	___	___	996	18
	4.	___	___	466	9
	5.	___	___	412	8
	6.	___	___	375	7
	7.	___	___	301	6
	8.	___	___	211	4
	9.	___	___	251	5
	10.	___	___	86	2
	11.	___	___	45	1
	12.	___	___	4	0
13.	Preschool	___	___		
14.	Kindergarten	___	___		
15.	Special Education	___	___		
3.	Sex: 1. Male	___	___	3283	60
	2. Female	___	___	2170	40
4.	Ethnic Group: 1. Negro(foreign born)	___	___	92	2
	2. American Negro	___	___	974	18
	3. White (native born)	___	___	4130	76
	4. White (foreign born)	___	___	209	4
	5. Oriental	___	___	16	0
	6. Other	___	___	28	1
5.	Previously participated in a Title I program: 1. Yes	___	___	1768	32
	2. No	___	___	3683	68
6.	Type of School: 1. Public	___	___	4772	88
	2. Parochial	___	___	678	12
	3. Private	___	___	0	0
7.	Retained in grade: 1. Yes	___	___	1613	30
	2. No	___	___	3834	70

Question No.	Item	LEA No. of pupils	LEA %age of pupils	STATE No. of pupils	STATE %age of pupils
9.	I.Q. Tests Given:				
1.	California Test of Mental Maturity. .			769	1[illegible]
2.	Chicago Non-Verbal Examination. . . .			4	[illegible]
3.	Henmon Nelson Test of Mental Ability.			10	[illegible]
4.	Lorge Thorndike			632	1[illegible]
5.	Otis.			728	1[illegible]
6.	SRA Primary Mental Abilities.			196	4
7.	SRA Tests of General Ability.			0	[illegible]
8.	Stanford Binet.			582	1[illegible]
9.	Wechsler Intell. Scale/Child.			272	[illegible]
10.	Slosson			260	[illegible]
11.	Otis Lennon			274	[illegible]
12.	Peabody Picture Vocabulary.			399	[illegible]
13.	Kuhlman Adderson.			706	1[illegible]
14.	Goodenough-Harris			31	[illegible]
15.	SRA Tests of Educational Ability. . .			1	[illegible]
16.	SRA Short Test of Educational Ability			15	[illegible]
17.	SRA Pictorial Reasoning Test.			0	[illegible]
18.	Ohio State University Psychol. Test .			0	0
10.	Most significant cause of educational deprivation:				
1.	organic or neurological			222	4
2.	emotional stress/home			204	4
3.	poor school attendance.			54	1
4.	language barrier.			143	3
5.	lack cultural experiences			4242	78
6.	unknown			583	11
11.	Basis for selecting participants:				
1.	inconsistency between achievement and potential			804	15
2.	teacher/professional referral			2595	48
3.	poor performance on standardized tests			1939	36
4.	pupil's grades.			37	1
5.	other			69	1
6.	unknown			4	0
12.	Project design: 1. remedial/corrective. .			4376	80
	2. tutorial			31	1
	3. readiness.			971	18
	4. cultural			0	0
	5. recreational			6	0
	6. diagnostic			15	0
	7. other.			50	1

Question No.	Item	LEA No. of pupils	LEA %age of pupils	STATE No. of pupils	STATE %age of pupils
13.	Military status of father:				
	1. Not in military	___	___	5170	95%
	2. enlisted	___	___	241	4
	3. officer	___	___	38	1
14.	Neighborhood: 1. Primarily residential,	___	___	1340	25
	2. Primarily commercial or industrial	___	___	513	9
	3. both residential and commercial	___	___	3333	61
	4. primarily rural, farm or open country	___	___	262	5
15.	Pupils most immediate school related need:				
	1. more adequate diet	___	___	17	0
	2. physician's services	___	___	21	0
	3. psychological/psychiatric	___	___	107	2
	4. eye examination	___	___	19	0
	5. dental care	___	___	6	0
	6. indiv. instruction in reading	___	___	4747	87
	7. individual instruc. math	___	___	0	0
	8. indiv. academic instruction	___	___	261	5
	9. enrichment activities	___	___	273	5
16.	Appropriateness of materials:				
	1. completely inappropriate	___	___	10	0
	2. somewhat inappropriate	___	___	21	0
	3. somewhat appropriate	___	___	899	16
	4. highly appropriate	___	___	4530	83
17.	Compensatory Program designed to meet child's needs:				
	1. Yes	___	___	5338	98
	2. No	___	___	122	2
18.	Test used: 1. Gates-MacGinitie	___	___	4290	79
	2. Other	___	___	1161	21

Question No.	Item		LEA No. of pupils	LEA %age of pupils	STATE No. of pupils	STATE %age of pupils
19.	Month test administered:					
	0. January		___	___	11	0%
	1. February		___	___	71	1
	2. March		___	___	1	0
	3. April		___	___	3	0
	4. May		___	___	115	2
	5. June		___	___	53	1
	6. September		___	___	3500	64
	7. October		___	___	985	18
	8. November		___	___	332	6
	9. December		___	___	385	7
20.	Year test administered:	1. 1967	___	___	3	0
		2. 1968	___	___	77	1
		3. 1969	___	___	5289	97
		4. other	___	___	82	2
21.	Form of Gates-MacGinitie:					
	1. Primary A. Voc. Comp.-Grade 1		___	___	657	15
	2. Primary B. Voc. Comp.-Grade 2		___	___	1065	25
	3. Primary C. Voc. Comp.-Grade 3		___	___	857	20
	4. Survey D. Speed, Voc. Comp.-Gr. 4,5,6		___	___	981	23
	5. Survey E. Speed, Voc. Comp.-Gr. 7,8,9		___	___	754	17
	6. Survey F. Speed, Voc. Comp.-Gr.10, 11, and 12		___	___	0	0
1.	Age in Months of Participants	Mean =		___	Mean =	113
		S.D. =		___	S.D. =	34
8.	I.Q. of Participants	Mean =		___	Mean =	95
		S.D. =		___	S.D. =	12

POST-INFORMATION

Question No.	Item	LEA No. of pupils	LEA %age of pupils	STATE No. of pupils	STATE %age of pupils
.	Administered individualized standardized test:				
	1. Yes	___	___	4198	77%
	2. No.	___	___	1243	33
.	Type of test administered:				
	intelligence: 1. yes	___	___	2019	39
	2. no.	___	___	3179	61
	aptitude: 1. yes	___	___	108	2
	2. no.	___	___	5090	98
	diagnostic: 1. yes	___	___	3261	62
	2. no.	___	___	1966	38
	achievement: 1. yes	___	___	969	18
	2. no.	___	___	4286	82
6.	Complete psychological assessment:				
	1. Yes	___	___	213	4
	2. No.	___	___	5227	96
7.	Number of hours spent by pupils in Title I activity during project:				
	1. less than 50	___	___	605	11
	2. 51-100 hours	___	___	1639	30
	3. 101-125.	___	___	1139	21
	4. 126-150.	___	___	691	13
	5. 151-175.	___	___	723	13
	6. 176-200.	___	___	74	1
	7. over 200 hours	___	___	571	10
8.	Exposed to activities designed for enrichment:				
	1. Yes	___	___	5025	92
	2. No.	___	___	416	8

Question No.	Item	LEA No. of pupils	LEA %age of pupils	STATE No. of pupils	STATE %age pupi
9.	Services received:				
	guidance and counseling: 1. yes.	___	___	1540	2
	2. no	___	___	3897	7
	speech and/or hearing: 1. yes.	___	___	286	
	2. no	___	___	5151	9
	mental health service: 1. yes.	___	___	71	
	2. no	___	___	5367	9
	nutritional service: 1. yes.	___	___	1114	2
	2. no	___	___	4323	8
	sex education: 1. yes.	___	___	89	
	2. no	___	___	5346	9
	treatment or therapy for physical health: 1. yes.	___	___	547	1
	2. no	___	___	4891	9
10.	Allowed to leave program because achieved up to grade level:				
	1. Yes.	___	___	599	1
	2. No	___	___	4839	8
11.	Returned to program: 1. Yes.	___	___	73	
	2. No	___	___	5358	9
12.	Title I services supplemental to regular school program:				
	1. Yes	___	___	4778	8
	2. No.	___	___	660	1
13.	Left program for reasons other than satisfactory achievement: 1. Yes	___	___	463	
	2. No.	___	___	597	1
	3. did not leave	___	___	4368	8
13a.	Reasons for leaving:				
	1. family moving.	___	___	242	3
	2. parental dissatisfaction with program. .	___	___	7	
	3. child's dissatisfaction with or loss of interest in program	___	___	36	
	4. child's failure to adjust to program . .	___	___	69	1
	5. other.	___	___	263	4

Question No.	Item	LEA No. of pupils	LEA %age of pupils	STATE No. of pupils	STATE %age of pupils
14.	Major handicap of child:				
	1. Mentally retarded.	___	___	26	0%
	2. hard of hearing.	___	___	32	1
	3. deaf	___	___	1	0
	4. speech impaired.	___	___	64	1
	5. crippled	___	___	7	0
	6. visually emotionally disturbed]* . . .	___	___	52	1
	7. seriously emotionally disturbed. . . .	___	___	51	1
	8. other health impaired.	___	___	66	1
	9. no handicap has been diagnosed	___	___	5071	94
15.	Pupil's parents have communicated with teacher:				
	1. compensatory teacher	___	___	526	10
	2. classroom teacher.	___	___	1744	32
	3. both	___	___	1298	24
	4. neither.	___	___	1811	34
16.	Test used: 1. Gates-MacGinitie	___	___	4140	79
	2. Other.	___	___	1068	21
17.	When test administered				
	1. October of this school year.	___	___	22	0
	2. November of this school year	___	___	16	0
	3. December of this school year	___	___	18	0
	4. January of this school year.	___	___	116	2
	5. February of this school year	___	___	65	1
	6. March of this school year.	___	___	21	0
	7. April of this school year.	___	___	1029	20
	8. May of this school year.	___	___	3911	75
18.	Test information provided from:				
	1. tests regularly given to all pupils in this grade	___	___	2008	38
	2. tests administered in relation to the Compensatory Education Program.	___	___	3218	62

* Typographical error on form, should have been "handicapped"

Question No.	LEA No. of pupils	LEA %age of pupils	STATE No. of pupils	STATE %age of pupils
19. Objectives of the reading activity:				
1. increase school readiness	____	____	320	6%
2. increase reading skills in general	____	____	4433	85
3. increase reading vocabulary skills	____	____	4	0
4. increase reading comprehension skills	____	____	447	9
5. improve language arts and/or communication skills	____	____	39	1
6. other	____	____	0	0
20. Gates-MacGinitie form used:				
0. Readiness	____	____	348	8
1. Primary A	____	____	429	10
2. Primary B	____	____	1065	25
3. Primary C	____	____	782	18
4. Survey D	____	____	941	22
5. Survey E	____	____	727	17
6. Survey F	____	____	0	0
1. Days absent by pupil:	Mean = ____ S.D. = ____		Mean = 12.32 S.D. = 13.82	
2. Number of home visits made:	Mean = ____ S.D. = ____		Mean = 2.64 S.D. = 4.02	
3. Number of home visits by Social Worker:	Mean = ____ S.D. = ____		Mean = 1.93 S.D. = 1.41	
by Teacher:	Mean = ____ S.D. = ____		Mean = 1.69 S.D. = 2.57	
by Psychologist:	Mean = ____ S.D. = ____		Mean = 1.70 S.D. = .90	
by Liaison person:	Mean = ____ S.D. = ____		Mean = 3.66 S.D. = 5.91	
by Guidance counselor:	Mean = ____ S.D. = ____		Mean = 1.91 S.D. = 1.35	

READING ACHIEVEMENT RESULTS

All children in this sample were administered a pre-test either prior to or early in the operation of the Title I reading program, and a post-test at its conclusion. This served to measure the amount of reading progress made during the operation of the Title I program. That data, by grade, is summarized in the following two tables. Presented there are the average pre-test scores (in grade equivalents), for each grade and the average post-test score for each grade. Taking account of the number of months elapsing between the administration of the pre-test and the post-test, one can compute the average monthly gain. A gain of one month would be the normal expected gain per month. The average monthly gain, (occurring during the operation of the Title I reading program) can then be compared to the average gain in reading accomplished in previous years, prior to this year's Title I program. Table I is an analysis of scores on the Gates-MacGinitie Vocabulary test, and Table II on the Comprehension test.

A thorough analysis of this data is to be found in the Rhode Island State Annual Evaluation Report - 1969-70 to be published in December of 1970.

GAINS-MACDINITIE
READING ACHIEVEMENT DATA
(Vocabulary)

	Pretest Mean (in grade equivalent scores)		Posttest Mean (in grade equivalent scores)		Average Monthly Gain*		Prior Average Monthly Gain**	
	LEA	STATE	LEA	STATE	LEA	STATE	LEA	STATE
(N=23)	___	1.5	___	1.8	___	.4	___	.9
(N=856)	___	1.6	___	2.3	___	1.1	___	.9
(N=764)	___	2.1	___	3.0	___	1.3	___	.9
(N=364)	___	2.8	___	3.8	___	1.3	___	.9
(N=339)	___	3.6	___	4.7	___	1.5	___	.9
(N=204)	___	5.2	___	6.0	___	1.1	___	.9
(N=242)	___	4.7	___	6.3	___	2.3	___	.6
(N=175)	___	5.7	___	7.5	___	2.6	___	.8
(N=194)	___	5.2	___	7.6	___	2.9	___	.8
(N=35)	___	7.6	___	8.5	___	1.8	___	.7

Average Monthly Gain = $\frac{\text{Posttest Mean - Pretest Mean}}{\text{No. of months elapsing between pre-and post-test}}$

This reflects the reading gains made while enrolled in the 1969-70 Title I reading program. This can be compared to the

Prior Average Monthly Gain, (Prior referring to before the 1969-70 Title I program), and is computed as

$$\frac{\text{Pretest Mean}}{\text{Total No. years child in school prior to pretest}}$$

GATES-MACGINITIE
READING ACHIEVEMENT DATA
(Comprehension)

GRADE	Pretest Mean (in grade equivalent scores)		Posttest Mean (in grade equivalent scores)		Average Monthly Gain		Prior Average Monthly Gain	
	LEA	STATE	LEA	STATE	LEA	STATE	LEA	STAT
1. (N=23)	___	1.5	___	1.7	___	.2	___	.9
2. (N=856)	___	1.6	___	2.3	___	1.1	___	.5
3. (N=764)	___	2.0	___	2.9	___	1.4	___	.4
4. (N=364)	___	2.4	___	3.3	___	1.3	___	.4
5. (N=339)	___	3.0	___	4.3	___	1.8	___	.5
6. (N=204)	___	4.9	___	6.2	___	2.0	___	.7
7. (N=242)	___	4.2	___	5.6	___	2.0	___	.8
8. (N=175)	___	5.1	___	6.7	___	2.3	___	.8
9. (N=194)	___	6.0	___	7.4	___	4.1	___	.9
10. (N=35)	___	10.5	___	11.4	___	1.7	___	1.0